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ABSTRACT

The document is comprised of appendixes to the final report of an analysis of selected issues in adult education commissioned by the Office of Education. The appendixes describe in detail the contents of each of the four data bases constructed for the study, and provide a discussion of the methodology and procedures used in the development of each. The topics covered are: design, background, data sources, methodology and procedures, and strengths and limitations. The four data bases were: a census data base, a participation data base, a Federal program data base, and a key information data base. Ninety-five supportive tables, and documents and materials related to each data base form additional contents of the appendixes. Included among these are a detailed analysis of participation data by demographic groups within education categories, standard errors for census participation data, a list of Federal adult education programs by agency, Veterans Administration cost and participation data, and delivery system tables. The data tended to be derived from the most comprehensive yet technically sound sources in the area which were compatible with the operational definitions used in the study. (Author/AJ)

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FINAL REPORT

Volume II of III

AN ANALYSIS OF SELECTED ISSUES IN ADULT EDUCATION

APPENDICES

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APPENDIX I

DESIGN AND METHODOLOGY

Appendix I

Data Base Methodology and Procedures

This appendix describes in detail the contents of each of the four data bases constructed for the study and provides a discussion of the methodology and procedures used in the development of each. The topics covered for each of the four data bases are as follows:

- Design
- Background
- Data Sources
- Alternate Data Sources
- Methodology and Procedures
- Strengths and Limitations

The subsections on data base design provide descriptions of the data factors included in each data base and nature of the potential results. The background subsections outline the purpose for the development of the data bases. The subsections on data sources highlight the specific means by which the data was collected. The subsections on alternate data sources discusses the pros and cons of data sets which were reviewed in the current effort but which were not selected for detailed analysis or inclusion in the data base. The means by which the data bases were aggregated and manipulated are discussed in the subsections on methodology and procedures. The subsections on strengths and limitations provide guidelines for the use of the data and describe cautions that should be exercised in making interpretations from the data.

It should be borne in mind that the review of existing data sources for this study was not exhaustive. Rather, it was keyed first to the objectives of the project, and second, to the operational definitions established as part of the design. If data were limited to a given type of population or type of education, they were typically not included in a data base, but rather used as a supportive source of information for policy analysis. As a result, the data described in the following sections tend to be derived from the most comprehensive, yet technically sound, data sources available in the area, which are compatible with the operational definitions used in the study.

The order in which the data bases are described is as follows:

- The census data base
- The participation data base
- The Federal program data base
- The key informant data base

At the conclusion of this section are supportive tables, documents and materials related to each data base.

* * * * * *

SECTION 1. CENSUS DATA BASE

A. DESIGN

The Census Data Base is composed of 1970 census figures covering the adult population of the U.S. The data base consists of a series of tables providing five-way breakouts of the following variables:

- Educational attainment
- Employment status
- Age
- Race
- Sex

An additional variable, school enrollment, also was used in these tables to avoid estimates of need which included those persons already in school. The 1970 census data and PC(2) Table Series served as the data base. The following tables which define the data set are broken out in three series by the following four categories:

- Total adult population
- Employed
- Not in labor force
- Not in labor force, not in school

Within each table, data are provided by age, race, sex, and educational attainment.

Tables were prepared either for background or report presentation purposes, as follows:

- Total Adult Population

  Number and percent of persons, 16 and over, with less than an eighth grade education, by race, age and sex.

  Number and percent of persons, 16 and over, with an eighth grade education but less than a high school degree, by race, age and sex.

Number and percent of persons, 16 and over, with a high school or advanced degree, by race, age and sex.

- Employed

  Number and percent of employed persons, 16 and over, with less than an eighth grade education, by race, age and sex.

  Number and percent of employed persons, 16 and over, with an eighth grade education but less than a high school degree, by race, age and sex.

  Number and percent of employed persons 16 and over, with a high school or advanced degree, by race, age and sex.

- Not in Labor Force

  Number and percent of persons, 16 and over, not in the labor force, with less than an eighth grade education.

  Number and percent of persons, 16 and over, not in the labor force, with an eighth grade education but less than a high school degree, by race, age and sex.

  Number and percent of persons, 16 and over, not in the labor force, with a high school or advanced degree, by race, age and sex.

- Not in Labor Force, Not in School

  Number and percent of persons, 16 and over, not in the labor force and not in school, by race, age and sex.

Number and percent of persons, 16 and over, not in the labor force and not in school, with an eighth grade education but less than high school degree, by race, age and sex.

Number and percent of persons, 16 and over, not in labor force and not in school, with a high school or advanced degree by race, age and sex.

The tables were constructed from existing census reports. However the information was categorized for the current study in a manner that reflects legislative definitions of need (i.e. those with less than an eighth grade education, those with eighth grade but less than a twelfth grade education, and those with a twelfth grade education and above).

These three series of tables were designed so that they could be compared with each other. For example, in one table the percent of persons without an eighth grade education was 12.9%; in another table 34.02% of the population had an eighth grade education but less than high school; and in still another table 52.99% of the population had a high school education or more. These three ratios add to 100.00% - all of the persons, 16 and over, in the U.S. in 1970.

In one series of tables, each educational category was examined in detail to determine the specific demographic characteristics of persons in each educational category. Total persons in each of these categories add to the total persons from the first series, but are constructed to present the characteristics of each of the three educational attainment categories. Thus, we see that 38.06% of persons with less than an eighth grade education were employed in 1970, 47.31% of those with an eighth grade education but not a high school degree were employed in 1970, and that 63.03% of those with high school or more were employed in 1970. These percentages are not additive across, as were the percentages in the first series, but provide data on the effect of education on employment within each educational attainment category.

The number of persons in each category are the same as they were in the first series.

Another series of tables the number of persons not in the labor force compared with total persons 16 and over. Percentages are additive across these three tables. That is, 7.72% of persons with less than an eighth grade education were not in the labor force, 16.66% of those with an eighth grade education but less than a high school degree were not in the labor force, and 17.25% of those with a high school degree were not in the labor force - a total of 61.63% of the population 16 and over in 1970.

B. BACKGROUND

The census data base was compiled in order that population statistics could be obtained on people with less than an eighth grade education and less than a twelfth grade education as well. These data were viewed as a means for indexing need for education (according to legislative guidelines). The data for those with a twelfth grade education or above were included for comparison purposes.

Although census data are available on educational attainment in a number of specific census reports, existing data were not reported in a form that was supportive of the present research effort. Thus, the current data base was structured (according to the target group classification scheme used in the overall study) so that base comparisons between population subcategories could be made with participation data. (Participation Data Base is also broken out by age, race, sex and educational attainment).

C. DATA SOURCES

Tables were derived from :

U.S. Bureau of the Census
Census of Population: 1970
Subject Reports
Final Report PC(2) 6-A
Employment Status and Work Experience

U.S. Bureau of the Census
Census of Population: 1970
Subject Reports
Final Report PC(2) 6-B
Persons not Employed

D. ALTERNATE DATA SOURCES

N/A.

E. METHODOLOGY AND PROCEDURES

As cited in "Data Sources" these tables were constructed primarily from 2 PC(2) Census tables, table 9 from PC(2) 6-A and Table 5 from PC(2) 6-B. Certain aggregations were made in these data to conform with the three educational attainment categories and with age groups. All totals are an aggregate of male and female as produced seperately but not aggregated.

The following paragraphs are intended to facilitate an understanding of KAI tables as constructed from census data. Also, certain precautions are necessary in interpreting these census source tables. The following paragraphs will also include such precautions.

One Series of tables describes total persons by educational attainment 16 years and over. It was necessary to aggregate "8 years" and "High School 1-3 years" to obtain the total in that category. "High School Graduate" in table 9 (PC(2) 5-B) includes all those with a high school diploma (i.e., college graduates and post-college are included). The age groups 20-21 and 22-24 were aggregated to conform with other PC(2) special report age groupings.

A second series of tables describes employment participation by educational attainment, sex, age and race. These data were constructed from table 9, PC(2) 6-A in the same manner as Table Series I. "Employed" in this table consists of the civilian labor force (i.e., not including armed forces). Note: Tables of unemployed persons have not been included.

A third Series of tables was constructed in the same way as Table Series I and II, from table 9. The "Not in Labor Force" category, includes those in school, as defined by the census (i.e., full-time students).

A fourth Series of tables was constructed from table 5, PC(2) 6-8 and presents a profile of the population who were not in the labor force and not in school in April, 1970. These tables are an aggregate of the columns "Total", "Last Worked 1959 or Earlier," and "Never Worked or Not Reported". It was necessary to change the age groupings from the pattern used in the previous census table series because of aggregation in table 5, PC(2) 6-8. Of course, comparison can be made between table series by aggregating; some detail is lost but comparability is gained.

It was also necessary to aggregate all the four categories from high school graduate through college/four years or more, for comparability with other table series.

F. STRENGTHS AND LIMITATIONS

There are a number of advantages to the data base design used in the current study:

- Many of the most important of these census tables are available in 1960 census materials, so that future analysis on a time series basis is possible.
- The data are compatible with other PC(2) Special Reports which can be used to calculate earnings, occupations, etc., by educational attainment, age, sex and race.

Expansion of the tables, using other PC(2) series reports, would employ the same methodology and procedures as described in the previous section.

There are certain limitations in the interchangeability of the data contained in the PC(2) report:

- Not all reports were collected on the 5% sample basis upon which the census tables were based. The PC(2) reports on Occupation, Employment and Earnings, Educational Attainment, Vocational Training, etc., are all based on the 5% interchangeable sample groups. Therefore, PC(2) reports, based on either a 15% or 20% sample, would require an adjustment to conform precisely to the 5% sample series. The standard sampling error in all the PC(2) series is miniscule and can be ignored and footnoted if the adjustment is deemed unnecessary.
- Within the 5% sample series certain limitations exist. In particular, there are the differences in age groupings between some of the reports. However, by aggregating age groups, almost all of the reports can be correlated with one other and with the census tables.

It should be noted concerning the breakout of race that the totals consist of all persons in the table categories "Spanish", however, consists of all persons of Spanish origin, both white and black, so that persons of Spanish origin are included in either the White or Negro subtotals. In other words, to calculate "Other" races from these tables one would subtract White totals and Negro totals from total persons.

* * * * * * *

The tables which represent this Census Data Base are contained in Appendix 2. Additional working papers with the balance of the tables are available.

SECTION 2. PARTICIPATION DATA BASE

A. DESIGN

The participation data base is comprised of a series of tables compiled from the 1969 and 1972 national surveys of participation in Adult Education reported by the National Center for Educational Statistics (NCES). The surveys were conducted by the National Bureau of the Census for NCES. The tables in this data set are structured according to the type of education and target group classification scheme used throughout the study. There exist five series of tables keyed to each of the following types of education:

- Adult Basic and Adult Secondary Education combined (ABE/ASE)
- Job-Related Education (JRE)
- Adult Functional Education (AFE)
- Education for Personal Development (EPD)
- General Interest

The last category in this series--General Interest--is defined as a separate type of education in this analysis for methodological reasons (see Background and Methodology and Procedures sections).

As previously mentioned, the tables provide information on the target group variables of:

- Age
- Race
- Sex
- Educational Attainment

In addition, information is given on the following variables for each type of education:

- Sponsor
- Payment
- Reasons for Dropping

These latter variables were viewed as measures of specific characteristics of the Adult Education delivery system.

Of note is the fact that employment status was not broken out in these data because the NCES data was not collected in a form that was compatible with Census breakouts.

Operational definitions of the types of education used in the study were based on participants' stated reasons for engaging in an Adult Education activity. The following reasons were used to define each type of education:

- ABE/ASE -- To receive 8th grade or 12th grade certificate
- JRE -- To improve or advance on a job or to get a new job
- -JRE-PRE -- To get a new job
- -JRE-IN -- To improve or advance on the job
- AFE -- For personal or family reasons or for community activities
- EPD -- For social or recreational reasons
- General Interest -- For general interest reasons

The detailed rationale behind the operational definitions used in the current study are given in the Background and Methodology discussions of this section.

B. BACKGROUND

The Participation Data Base is intended to provide information on the general demand for Adult Education, as well as certain indirect measures on the national Adult Education Delivery System. It is also hoped that breakouts of this type of data could be made by the different types of education used in the study, as well as by specific target groups.

Finding data which met these objectives proved difficult, however, to obtain. In general, it was noted in reviewing different data sources that might fit this purpose, that they tended to:

- Lack the comprehensiveness needed to cover the range of education types (many, as example, focus on ABE/ASE exclusively),
- Be limited by the operational definitions used (i.e., focusing primarily on ABE or continuing or vocational education), or,
- Not be technically representative of the national picture.

Existing data were often found to be in a form that made subsequent analyses difficult or unnecessarily burdensome.

The 1969 and 1972 NCES data sets on Adult Education participation in the United States, however, were viewed as a compromise data set for the purposes of the current study. In short, these data offered the following:

- Matched data sets for 1969 and 1972 that would allow for time-related comparisons.
- A definition of Adult Education which matched quite closely that of the current study for the NCES definition.

Several additional variables and facts entered into the adoption of NCES data:

- The surveys included individuals of age 17 and over.
- The data could be broken out by the various types of education used in the current study, since the questionnaire included a question on reasons for taking a course.
- NCES collected demographic data which closely parallels the target group variables adopted for the current study.
- The data were representative of the nation (being national surveys conducted by the Census).

Furthermore, the NCES data sets were available for more detailed analysis and were provided in a form that was consistent for in-depth 1969 and 1972 comparisons.

There are certain limitations in the NCES data which are discussed in greater detail later in this section. Of note at this point, however, are three general findings:

- The NCES data may provide an underestimate of the true Adult Education participation levels.
- The NCES data tend to be limited and conflicting in the areas of ABE and ASE, therefore precluding extensive breakdowns of these data.
- There are certain inconsistencies within the data sets themselves which appear to be caused by problems in itemetrics, coding schemes, or terminology.

Inconsistences of the latter nature were found in all existing data sets covering this area, most likely because of the terminology and definitional problems common to the field.

Nevertheless, the NCES data was viewed as representative of the national sample on a proportional basis, if not in terms of actual numbers (the lone exceptions here may be ABE and ASE). As a result, it was adopted as the only data set(s) for the Participation Data Base.

C. DATA SOURCES

The official citations for the data sources used are:

- DHEW, Education Division, National Center for Education Statistics, Participation in Adult Education: Final Report, 1969. Washington, D.C.: Government Printing Office, 1974.
- DHEW, Education Division, National Center for Education Statistics. (1972 data have not yet been published).

D. ALTERNATIVE DATA SOURCES

General findings of alternate data sources were discussed earlier in the background section.

E. METHODOLOGY AND PROCEDURES

The rationale behind the methodology used to classify the NCES participation data according to the type of education used in the current study was based on the simple precept from the testing field that:

> If you want to know the reason why someone did something--ask them.

More specifically, the NCES data sets included one item which asks the question--why did you take this course or activity? The response options for this item were as follows:

- For general information
- To get a new job
- For personal or family interests
- To improve or advance in job
- For community activity
- For social or recreational reasons
- Other

The item was administered to all survey respondents. It was intended to provide some index of "motivation" in participation in Adult Education.

The item, however, also appeared to index a respondent's purpose in taking education and, as a result, it was reasoned that an analogy could be drawn between an individual's stated reason for taking Adult Education activites and the purpose implied in the definitions of the various types of education used in the current study. In effect, the item was viewed as the best predictor of why individuals take Adult Education and, ultimately, for what purposes Adult Education is offered. As a result, the response options were classified according to the definitions of intent or purpose for Adult Education used in the current study. As an example:

- Job-Related--Pre-Service was operationally defined as "to get a new job."
- Job-Related--In-Service was defined as "to improve or advance on the job."

The two categories, when combined, were viewed as an index of the "demand" for job-related education.

Similar definitions were established for Adult Functional Education and Education for Personnel Development. These are as follows:

- Adult Functional Education:
  - "for personal or family interests"
  - "for community activities"
- Education for Personnel Development:
  - "for social or recreational reasons"

The reamining item of the question (which attributed the reason for taking a course to general interest) represents, statistically, the residual of the participant population. Since this group was quite large in absolute numbers, it was established as a separate category. Although, there was some justification for including this response either with the AFE or EPD education categories, this was not done since it was likely that:

- Merging general information within either category could bias (overestimate) the characteristics of each.
- If general information were combined with either AFE or EPD, no assessment could be made as to whether individuals differ, with respect to demographic variables, from those who have the "highest probability" of taking courses for functional or personal development reasons.

Thus, the strategy of isolating general information as a separate category was a conservative one; the implication being that the absolute values associated with AFF, EDP, and JRE are understimates of true participation patterns.

The definitions of the ABE-ASE population employed a different methodological approach. This is, since there was no analogous response option in the question pertaining to reasons for taking ABE or ASE, an alternative definition had to be established. The ABE-ASE population was, therefore, defined as those who indicated (on another question) that they were taking an Adult Basic or Secondary course for eighth grade or 12th grade credit. In the majority of cases this subgroup was treated as special and only limited comparisons were made betweeen this category and the other types of Adult Education. Technically, this ABE-ASE grouping most likely represented a subset of the participants in each of the other four categories.

The number of separate breakdowns and analyses that can be complied for this group were limited by the nature of this definition. Thus ABE-ASE data were generally augmented with data from other sources in the text of this report.

With the education categories of the study established operationally as described above, tables were compiled from each type of education by the target group variables (e.g., age race, sex, etc.) and delivery system breakouts (e.g., sponsor, course type), for 1969 and 1972 separately. Percent differences between 1969 and 1972 were then computed by each type of education, by each category yielding the series of tables described in the design discussion.

F. STRENGTHS AND LIMITATIONS

There are a number of strengths, limitations, and cautions that should be exercised when interpreting and using these data. In this discussion, we identify certain technical considerations and issues that were noted either in: reviewing the original data, building the data base, or interpreting aspects of the data. These issues are discussed under two topics:

- ABE-ASE population
- The educational categories (newly derived)

(1) ABE-ASE Population

- From a technical point of view, it is difficult to resolve discrepancies in the NCES data covering the ABE-ASE populations. Even the absolute numbers reported differ significantly as a function of the source of information (i.e., respondents vs. Census coders). The problem again seems tied to that of definition of the field (i.e., coders' and respondents' opinions differ regarding what constitutes ABE-ASE courses). Thus, extreme caution must be exercised in interpreting these data.
- The ABE-ASE breakout used in the current study should provide a "best available estimate" of the population characteristics of this group-- as long as these data are analyzed as proportions. The data set used in this study would clearly underrepresent the ABE-ASE population if absolute numbers were used.
- Due to the problems with absolute numbers in the ABE-ASE data set, it is unlikely that these data will ever coincide with enrollment counts produced by state and local agencies. For reasons cited by GAO (1974, The Adult Basic Education Program, Washington, D.C.: June 4, 1975), state enrollment reports are likely to be overestimates of true enrollments. As noted above, the NCES data are likely to be underestimates of true enrollments.

(2) Education Categories

- There is the risk that an individual is counted more than once in our newly derived education categories. More specifically, when figures on participants giving as reason "improve job" or "get a new job" are added, there is the risk (though seemingly small) that a participant may be counted twice by having taking courses for both reasons. This would tend to accentuate the differences between the characteristics of those taken job-related courses when compared with those with other educational categorical activities.

- A similar situation holds for the functional education area. For the job-related category, analyses were made separately for "to improve or advance in the job" and "to get a new job" before the data were combined. The same procedure was followed for "community issues" and "personal and family interests" in the functional education area.

- Whereas logic would suggest few crossovers, (i.e., participants with two or more courses in two or more categories) between the two job-related categories, the probabilities are higher for the functional education areas "community issues" and "personal and family interests." Nevertheless, examination of the actual data suggests little, if any, impact on our findings in the consequences of such a possibility.

- Concerning reasons for taking courses, we can deal with the separate or combined data within each of the educational categories, general information, job-related, functional, and personal development, with normal confidence in its reliability. However, this same confidence is not as high when distributions of data for one educational category are compared with another. For instance, it appears that a minimum of 600,000 of the participants in the functional education category had one or more courses that crossed over to another educational category. In sum, this means that differences found between distributions for the educational categories would really be greater had participants with overlapping courses in the different categories been excluded.

- Self-instruction has been excluded from the NCES definition of Adult Education. As a result, the general information, functional, and personnel development categories may again be an underrepresentation of actual participation levels. The inherent assumption is that most job-related education is "formally provided for credentialling purposes." (However, we do have the impression that some people simply do not consider classes on the job or through their employer as Adult Education.)

- The NCES survey does not include institutional residence (e.g., prisons, homes for the elderly, and the military). On balance, one would suspect that, in these institutional settings, job-related courses would predominate.

An item on the NCES survey (indexing who paid for the course) permitted the participant to mark as many options as he believed applied. Consequently, this should reduce concern that some funding source was systematically underestimated because of some biasing nature of the question.

* * * * *

SECTION 3. FEDERAL PROGRAM DATA BASE

A. DESIGN

The Federal Program Data Base contains detailed information on 187 Federal programs which provide "Adult Education" services, according to this study's working definition of the term.

The primary source used to identify programs was the Catalog of Federal Domestic Assistance. Each program description appearing in the Catalog and the associated legislation was read to determine if it contained any elements which could be construed as Adult Education as defined above. Previous studies in the field were used to indicate likely "candidates" for inclusion as Adult Education programs. In addition, these previous studies as well as other sources were used to compile a list of adult education programs which are not listed in the Catalog because they are targeted toward Federal employees, prisoners, or military personnel.

Educational activities were defined to include only two-way communication.

A program was included even if only one of its components is intended to bring adults back to an educational activity. For example, E.S.A.A.--Basic Grants (OMB #13.525), which is primarily aimed at helping minority elementary and secondary school children was included because one of its components is in-service training for teachers. This training is defined as "Adult Education" because it brings teachers who have been out of school, back to an educational activity.

A program was excluded if its specific aim was not to provide adults with an educational activity, even though some adults may use it for this reason. A student loan program, such as the Basic Education Opportunity Grants (OMB #13.539), is an example of a program excluded under this criterion.

Data on the 187 Federal programs were gathered from a variety of sources and have been classified and coded according to a broad range of programmatic dimensions. These dimensions include:

- Program Thrust
- Type of Education
- Administering (or Sponsoring) Agency
- Policy Area
- Type of Assistance
- Assistance Recipient
- Target Groups
- Program Activities
- Funding Level

The nature of each of these dimensions and complete program categorization schemes for each dimension will be described in the following paragraphs.

1. TYPE OF EDUCATION: Perhaps the most critical and revealing dimension along which Federal Adult Education programs have been classified is the type of education services which are delivered by each of the programs. The final classification scheme used in the program data base evolved in a two-stage descriptive process.

The first stage involved the identification and specification of the types of individual services which might be delivered by Federal Adult Education programs. In this stage, five major categorizations of education type were developed, as follows:

- Adult Basic Education (ABE): Education to develop basic reading, writing, speaking, and computational skills at the eighth grade equivalency level.
- Adult Secondary Education (ASE): Education to provide the equivalent of a secondary school education.

- Job-Related Education (JRE): Education to establish skills related to occupations. Pre-Service JRE (JRE-PRE) is job-related education obtained before the individual is given actual on-the-job responsibility. Pre-Service JRE may occur before the individual is hired, or as part of an orientation program immediately after being hired. An individual may wish to obtain Pre-Service JRE for one of several reasons including to facilitate labor force entry, for career change, or for purposes of vocational rehabilitation. In-Service JRE (JRE-IN) is job-related education obtained while the individual is employed on the job to which the education relates. Its purpose may be to upgrade or improve present job-skills, or for career redirection.

- Adult Functional Education (AFE): Education to develop coping skills. This category includes programs such as nutrition education, consumer education, and driver education. It does not include occupationally oriented skills.

- Education for Personal Development (EPD): Education to achieve personal growth, self-awareness, and understanding, or for personal interest.

The second stage of this definitional process further categorized these initially defined education types in recognition of two basic concepts: that many programs provide more than one type of education; and that, for presented results to carry any true meaning, the classifications of type of education must be mutually exclusive (i.e., a program may fall within one and only category of education type). In order to address these two concepts, the following expanded twelve-category classification scheme was developed to encompass all 197 Federal Adult Education programs.

Subgroup A
1. ABE
2. ASE
3. ABE/ASE : ABE and ASE
4. ABE/ASE/JRE:ABE and ASE and (any form of) JRE

Subgroup B
5. JRE-PRE
6. JRE-IN
7. JRE-PRE/IN : JRE-PRE and JRE-IN

Subgroup C
8. AFE

Subgroup D
9. EPD
10. C/A/B : subgroup C and any type of education falling in subgroups A or B (It might alternately be defined as AFE and either ABE, ASE, or (any form of) JRE.)
11. D/B : subgroup D and any type of education falling in subgroup B (It may alternately be defined as EPD and (any form of) JRE only.)
12. Other : otherwise unclassifiable programs.

All programs in the Federal Program Data Base are classified according to these twelve types of education.

2. ADMINISTERING AGENCY: Also classified for all Federal Adult Education programs is the agency which administers or sponsors each program. Table 1-1 contains agency codes and full names indicating each of the 32 agencies which sponsor such programs. The listing of Table 1-1 includes not only major cabinet level agencies, but also principal subdivisions of these agencies. For example, the Manpower Administration is listed separately from the Department of Labor, although it is a component of DOL. The cabinet level designations, therefore, indicate all components of the department which are not specifically identified separately. This concern must be particularly noted with regard to the Department of Health, Education, and Welfare, which has five of its components (i.e., National Institute of Education, Office of Education, Office of the Secretary, Public Health Service, and Social and Rehabilitation Service) listed separately.

3. POLICY AREA: The general policy areas addressed by each of the Federal Adult Education programs is another classification dimension within the Federal Program Data Base. Eleven categories (ten specific and one residual) were developed to reflect the policy thrusts of the 187 Federal programs. These categories are:

TABLE 1-1

Agency Codes

ACTION - Action
AEC - Atomic Energy Commission
DOA - Department of Agriculture
ARC - Appalachian Regional Commission
BIA - Bureau of Indian Affairs
CSC - Civil Service Commission
DOI - Department of Interior
DOJ - Department of Justice
DOC - Department of Commerce
DOD - Department of Defense
DOL - Department of Labor
DOT - Department of Transportation
EPA - Environmental Protection Administration
HEW - Department of Health, Education, and Welfare
HUD - Department of Housing and Urban Development
IRS - Internal Revenue Service
LEAA - Law Enforcement Assistance Administration
MA - Manpower Administration
NASA - National Aeronautics and Space Administration
NIE - National Institute of Education
NFAH - National Foundation for the Arts and Humanities
NSF - National Science Foundation
OE - Office of Education
OS - Office of the Secretary (HEW)
PHS - Public Health Service
SBA - Small Business Administration
SMITH - Smithsonian Institution
SRS - Social and Rehabilitation Service
TREAS - Department of the Treasury
TVA - Tennessee Valley Authority
VA - Veterans Administration
Other

- Manpower Needs
- Unemployment Problems
- Worker Productivity
- Poverty Problems
- Health Care
- National Defense and Security
- Criminal Justice
- Drug and Alcohol Abuse
- Federal Needs
- Individual Needs
- Other

It should be noted that many of the Federal programs address more than one policy area. For example, the Department of Labor's Job Opportunities in the Business Sector program (OMB #17.212) addresses both manpower needs and unemployment problems.

4. TYPES OF ASSISTANCE: The nature and form of the assistance provided under Federal Adult Education programs represents another of the programmatic dimensions along which such programs are classified. Seven such categories were developed including:

- Grants
- Contracts
- Publications
- Seminars
- Media and Materials
- Personnel
- Other

As with the specified policy areas, a single Federal program may provide assistance in a variety of forms. Consequently, at least one, and frequently two or more, types of assistance will be associated with a particular program.

5. ASSISTANCE RECEIPIENT: Another dimension of data concerning Federal Adult Education programs is the type of organization which directly receives the assistance described above. Eleven of these recipient categories have been defined and are included in the following list:

- Federal Government
- State Government
- Local Government
- State Education Agencies (SEAs)
- Local Education Agencies (LEAs)
- Non-profit Organizations
- Profit Organizations
- Public Organizations
- Individuals
- Institutions of Higher Education
- Other

The recipient dimension represents the first step in a three-step process (followed by immediate target group and ultimate target group) by which the services of Federal Adult Education programs are delivered to the final beneficiaries of such programs.

As with many other dimensions of the classification scheme, an individual program may provide assistance through a variety of different delivery strategies. For example, a program may provide grants to both State and Local Governments; it may provide grants to State governments and media and materials to LEAs. The nature of these strategies may be described through the Federal Program Data Base.

6. TARGET GROUPS: The specified target groups of Federal Adult Education programs means the intended beneficiaries of such programs' activities. Two different general types of target groups are defined: the immediate Adult Education target group, and the ultimate Adult Education target group. The immediate Adult Education target group is defined as those adults directly impacted educationally, by the program. The ultimate

Adult Education target groups of a program is defined as those adults who are educationally impacted by the program directly or indirectly. For example, a program may serve to train Adult Education teachers who in turn teach basic education to dropouts. The immediate target group of this program would be the Adult Education teachers; the ultimate target group would be dropouts. In most cases, the immediate and ultimate Adult Education target groups are the same. They differ only when those adults immediately "educated" go on to "educate" other adults.

Both target groups are defined according to a number of demographic subdimensions. Table 1-2 depicts the nine principal subdimensions and the 47 specific target groups across which all Federal Adult Education programs are classified. It is possible, in fact probable, that many programs will address more than one target group. Indeed, even within each of the nine subdimensions more than one category might be treated.

It should be noted that this listing of 47 target groups represents a distillation of the even more specific target groups identified in the individual program descriptions. More than 200 target groups were initially identified as beneficiaries of Federal Adult Education programs. Based upon an item-by-item review of these categories (e.g., museum goers, taxpayers, water pollution control personnel, scholars with adequate library facilities), the final categories of target groups were developed.

7. ACTIVITY: The specific types of activities which are performed pursuant to Federal Adult Education programs are classified into nine specific categories:

- Training
- Information
- Technical Assistance
- Demonstration
- Research
- Evaluation
- Counseling
- Education
- Other

TABLE 1-2

TARGET GROUPS

General	General/Public
	Regional/Public
	Local/Public
	Special Interest
Education	Dropouts
	Less than 8th grade
	Less than 12th grade
	12th grade & above - No Degree
	Degree
	Advanced Degree
Labor Force	Paraprofessionals
	Business Professionals
	Federal Government Workers
	Armed Service Personnel
	Teachers
	Scholars
	State & Local Government Workers
	Health Personnel
	Criminal Justice Personnel
	Welfare Workers
	Natural Resources & Security Personnel
	Homemakers
	Agricultural Workers
Income	Low
	Moderate
	High
Age	Over 55
	25-54
	16-24
Sex	Male
	Female
Employment	Employed
	Unemployed
	Not in Labor Force
Ethnic	Black
	Cuban
	American Indian
	Other Spanish Surname
	General Minority
Special	Veterans
	Veterans' Dependents
	Handicapped
	Drug & Alcohol Abusers
	Criminals
	Aliens
	Parents

Frequently, more than one activity may be pursued by a single program.

B. BACKGROUND

The purpose in collecting Agency-wide data on federal education programs dealing with adults was to derive basic information on the nature and level of federal involvement in Adult Education. To be sure, this point has been an issue of some concern in numerous circles. The issue, like others in the field appears to have been fostered generally by disagreement on what constitutes Adult Education, a lack of consistency in definitions of Adult Education, and calls for federal involvement in the area. Thus, the objective adopted for the current study was to delineate the federal government's role in the education of all adults, regardless of their occupation, profession or educational status.

The strategy for the survey of federal programs was really one of identifying current federal roles, policies, and strategies in adult education. As a result, a number of key program variables (described in the preceding section) were selected for investigation. While it was recognized that the data which would most probably be collected on these variables might at best be ordinal (descriptive) in nature (and often nominal), it was reasoned that ordinal data would at least provide some overall picture of current federal practice. Too, it was given that even descriptive data, if collected within a consistent framework, would be a major aid for future planning and coordination efforts.

C. DATA SOURCES

As indicated in the Design discussion, OMB's Catalog of Federal Domestic Assistance was the principal source of data for the Federal Program Data Base. From this source 174 of the total of 187 Federal Adult Education programs were identified. An additional 13 programs were identified from a variety of ancillary sources including:

- existing studies
- agency contacts
- program pamphlets

Several of these non-OMB programs were military programs not coordinated through OMB.

D. ALTERNATIVE DATA SOURCES

The Catalog of Federal Domestic Assistance represents the best single source of Federal program data. As indicated above, however, it does not provide descriptions for all Adult Education programs, nor does it provide a great level of detail or disaggregation for most programs.

The only feasible alternative means of acquiring the needed data (in the desired detail) was a complete agency-by-agency survey of Adult Education activities. This alternative was investigated in depth and some attempts were made early in the project to develop such a survey. This early activity, however, made it clear that definitional inconsistencies across programs and an apparent inability (or willingness) on the parts of agencies to make subjective disaggregations of data made such a survey impractical. Moreover, it became abundantly clear that, even if it were possible to obtain the desired data through such an agency survey procedure, the cost, in time and dollars, of doing so far outweighed the benefits which would accrue from having somewhat more complete and detailed data.

E. METHODOLOGY AND PROCEDURES

The methodology for building the Federal Program Data Base relied heavily on judgmental techniques. The analysis technique was really one of the content analysis, a technique which requires that classificatory judgments be made about a variable on a *post hoc* basis. The approach is directly analogous to developing a survey questionnaire with the exception that in content analysis variables are scaled after the data are "collected" rather than prior to collecting the information.

Content analysis was, in actuality, the only viable method for dealing with the secondary data sources on federal programs available for the study. The manner in which it was implemented within the current study was as follows:

- A series of preliminary classification schemes for variables were developed, based on general experience or from preliminary reviews of the data sources.
- The definitions were tested and revised by reviewing sub-sections of the OMB Catalog and assessing whether the programs which fit the definition of Adult Education could adequately be summarized within the classification scheme (note that this procedure was used with other variables in this data base such as target groups and types of assistance).
- If the classification scheme did not appear to reflect the nature of the secondary data, a revision was made and another test sequence (on a sub sample of the data) initiated.
- Once an adequate scheme was developed (due to time constraints the procedures described above were limited to three cycles), the total data set was coded (classified) according to the scheme.
- The data were then summarized, by category, to provide frequencies by category and total sums.

Parenthetically, the developmental nature of this process is what, in the initial phases of the effort led to the identification of the type of education called Adult Functional Education in the final taxonomy. The coining and adoption of this term was occasioned by the fact that a significant number of programs were found with components which could not readily be placed in an existing educational category.

Attempting to impose a structure on the OMB Catalog data however, did not always yield reinforcing outcomes as in the case of AFE. Several of the classification schemes developed in the current effort were only partially informative (e.g., policy area) because of limitations in the OMB Catalog. Basically the inadequacy of these schemes was due to the fact that terminology varies so significantly in the Catalog that it was often impossible (other than on an intuitive basis) to make judgments. (In practice, decision rules guided judgments once a classification scheme had been finalized.) Thus, additional data were often needed to make "replicable" judgments. These additional data were not always available from the program personnel (although inquiries of this nature were made when appropriate), since they often did not accept or recognize the fact that they were dealing with adult education. This confusion was understandable in many cases, especially those dealing with such topics as water pollution or programs which engage in technical assistance activities.

To address this problem, the enabling legislation for each program (200 pieces of legislation in all) was gathered and used as an aid in interpreting the educational objectives of a given program. In most cases, this piece of information was instrumental in further understanding programs and aiding judgments. In others. there appeared to be conflicts in the manner in which the programs were implemented and the intent of the legislation. Thus, the program data do contain certain elements of subjective judgments; a fact which should be taken into account in attempting to draw specific conclusions from the data. That is, given the characteristics of the methodology and nature of the information in the OMB Catalog, conclusions based on these data should be limited to a general and descriptive level.

The following discussion expands upon these inadequacies.

F. STRENGTHS AND LIMITATIONS

The Federal Program Data Base represents a comprehensive review of Federal Adult Education programs. As such, it contains a large quantity of data on patterns of service and delivery strategies for such programs. This data base represents the first major attempt to conduct a thorough quantitative analysis of federal Adult Education practice. The data was gathered from existing federal information sources--principally the Catalog of Federal Domestic Assistance. Inherent in the use of such general data sources are a number of limitations reflective of such "soft" data. These limitations are enumerated in the following paragraphs.

The first limitation relates to the operational definition of the word "program" -- a term consistently (and perhaps cavalierly) used throughout this study (and throughout the field of adult education) to describe a unit of Federal adult education activity. In general, a program has been defined in parallel with OMB's concept of Federal activity as embodied in the Catalog of Federal Domestic Assistance. Unfortunately, this concept does not represent approximately equal levels of activity. For example, the entire NIE is, according to OMB, a single program -- the same as the small Physical Fitness Clinics (OMB #13.617) or the massive G.I. Bill program (OMB #64.111). Nearly all data included in the Federal Program Data Base are measured in these "program" units which, in only a very superficial way, describe actual federal adult education activity.

One means of assigning appropriate weights to the Federal programs, is to present data according to the funding levels associated with each of the variables included in the data base. Unfortunately, funding data is too spotty to be of any great value. Since the prime data source provides only data on an aggregate level (at least half of the programs at the Federal level have educational sub-components in a program to achieve some other national goal), it is frequently impossible to make accurate estimates of the funds disaggregated to specific Adult Education Activities.

Another difficulty with the data base in its currently constituted form is the necessarily complex nature of the type of education dimension. The structure was developed to ensure a mutually-exclusive classification of program types. (Unfortunately, the cumbersomeness of this data dimension makes a lucid explanation of the data base difficult, except for those who are familiar with the basic structure of education types). Caution must therefore be exercised in disseminating these data out of context.

Perhaps the most severe limitation presented by the data is the framework within which the program data was classified. With the exceptions of type of education and administering agency which are single-entry dimensions (i.e., a program must fall in one and only one education type and one and only one agency), the specified program dimensions (e.g., target groups, activities, type of assistance) permit multiple entries for a single program. As a consequence, tables containing these dimensions have entries which do not necessarily represent programs falling within a particular table cell, but rather might also represent some unspecified program subdivisions. For example, tables cross-tabulating program activity with type of education indicate a column total 190 under the training activity. This does not necessarily indicate that 190 programs conducted training activities (although such might be the case). Rather it might indicate that a smaller number of programs each had multiple training components.

Two analytic strategies could be employed in future planning efforts for dealing with those double-counted data. The first would require that each nominal category specified in the OMB Catalog be used as a separate variable. Although this would be a burdensome task it might be of value in certain sub-categories of the data (e.g., activities in ABE programs) In others, such as target groups it would yield 200 divergent categories of limited interpretive value. A second approach for dealing with the current data set would be to establish an n-dimensional classification scheme on a given variable (e.g., target groups) in order to measure joint occurrences of the sub-categories by programs. Using this approach, for example, with target groups, the data would reflect legislated patterns of target groups listed within programs rather than joint nominees.

The types of data analysis described above would have to be targeted to specific planning needs to be cost effective. Therefore, treating the data, in the cases of double counts, as ordinal data, as has been done in this report seems to provide the most appropriate yet cautious strategy for dealing with the information.

SECTION 4: KEY INFORMANT DATA BASE

The Key Informant Data Base, includes the major writings, research and publications in the Adult Education literature. It represents the information used in the current study that was not included in one of the preceding data bases. The data base described in this section, however, is only a special purpose data base which was used in the identification of policy issues and action alternatives. Thus, the contents of this data base are commonly cited within the report.

The development of this data base was an attempt to impose some structure on the writing and policy recommendations of concerned interest groups in the field. The intent was to classify recommendations according to type of education and target group classification schemes.

This exercise proved to be extremely difficult for two basic reasons:

- The serious problems of terminology in the field of adult education.
- The generality of discussions and recommendations made by people in the field.

For these reasons, the resulting "structure" must also be general in nature to adequately summarize the findings. As a result, the contents of this data base are used differentially throughout the text of the current report, selected policy statements are enumerated by policy issues in an appendix.

The remainder of this section discusses the design and methodology used in the development of this policy-oriented data base.

A. DESIGN

The Key Informant Data Base is composed of the results of a literature search which was conducted to identify publications in the field of adult education that addressed alternative roles, policy, and strategies for Federal involvement in adult education. The search covered the period

1972 to 1975; however, a few "classics" to which these publications referred were also examined.

The sample was designed to reflect, but not totally encompass, the varied opinions of concerned people in adult education. Three major types of publications were utilized:

- Professionals in the area of Adult Education (Key Informants);
- Interest groups; and
- Federal advisory councils.

Those publications containing one or more major recommendations for future Federal involvement in adult education were analyzed. A total of 121 policy statements (with associated strategies and rationales) in 60 references was obtained. The policy statements were abstracted and categorized. The ratio of policy statements to references for each source classification was as follows:

Key Informant: 35 policy statements; 28 references
Interest Group: 25 policy statements; 17 references
Advisory Council: 60 policy statements; 15 references

B. BACKGROUND

The specific purpose of the Key Informant Data Base is to compile a major sample of views by concerned professionals in the field of Adult Education on the manner in which the federal government could play a role in Adult Education and thereby address national needs. The intent was to identify and structure recommended roles, policies, and strategies (and their accompanying rationales) in order to assess whether there is some degree of consensus on desired federal policy. This data set was limited only to policy issues (with roles and strategies) and it was keyed to the Desired Practice Study.

C. DATA SOURCES

A detailed listing of the specific source materials used to develop the Key Informant Data Base is contained in Volume III of this report;

entiled--Two Annotated Bibliographies.

D. ALTERNATE DATA SOURCES

N/A

E. METHODOLOGY AND PROCEDURES

Policy statements in each given source were selected on the basis of these general criteria:

- The sentence expressly stated or strongly implied that the policy objective required a federal role. (However, the objective need not have indicated solely federal involvement; it might have required, as well, state or local government objectives, private or public institutional objectives; etc.);
- The sentence occurred in the context of, or expressly named, Adult Education as the aim of the objective; and
- The sentence applied to developing some future policy. (The "future" was understood in relation to the date of publication in which the policy statement was identified. It was marked by such words as "should," "would," and "could.")

Once identified through the above criteria, the policy statements were abstracted--one per abstraction form.

The policy statements take one of three forms: direct quotations, paraphrases, or inferences. These forms signify the following:

- If the original policy statement was expressed in the form of "the Federal Government should," it was directly quoted.
- If the policy statement is marked "paraphased" on the abstraction form, the indication is that the wording of an expressly stated policy has been shifted, while the meaning has been retained. For instance, a passive statement may have been changed into an active statement.
- If, on the other hand, the policy statement only implied federal involvement, the abstraction form was marked "inferred." The context of the statement was taken to imply some kind of federal involvement, often along with other governmental, institutional or individual involvement, as well.

Of the 121 identified policy statements, 21% were directly quoted or paraphrased; and 79% were inferred from the context. Of the policy statements labeled "inferred," 56% came from publications by federal advisory councils--groups mandated to publish recommendations for federal policy.

The policy statements were also categorized as follows:

- A group recommending that the Federal Government reconceptualize the kind of Adult Education it should support (Group I);
- A group recommending certain changes in the Federal Government's current role in Adult Education (Group II); and
- A group dealing with strategies for Federal involvement.

For every identified policy statement, the following elements were also abstracted from the source:

- The type of adult education;
- The rationale given for the policy statement; and
- The strategies cited for carrying out the objective.

Each of these are discussed separately below:

- Type of Adult Education: Many terms for the education of adults are in use today. For understanding the scope of the Federal policy being recommended, it is therefore important to know what terms and definitions for "Adult Education" the key informant has used in developing these statements. The abstration form presents the type of education in two ways: those directly quoted and those without quotation marks. The quoted words indicate the actual terms used by the source; wherever the source defined these terms, the definitions are also quoted. When the source did not specify type of education, but the type could be inferred from the context of the policy statement, this inference is indicated by the lack of quotation marks.
- Rationale: For every policy statement, the rationale, if provided by the source, is either summarized or directly quoted. Where it was not clear whether or not the selected rationale was meant to apply to the stated policy, the abstraction form is marked "inferred."

- Strategies: The criteria used for selecting strategies were:
    - The strategy expressly stated or strongly implies federal action(s) to be taken;
    - The strategy recommendation appeared in the context of the identified Adult Education policy statement; or it seems to apply to the policy statement, even though it may appear several pages away; and
    - The strategy suggested some future action (including reform or revision of existing strategies; reapplication of strategies in one area to a policy in another area; establishment of new structures or financing mechanisms; etc.). (The "future" is understood in relation to the date of publication in which the policy statement is identified. It is marked by such words as "should," "would," and "could."

Once identified through the above criteria, the strategies are abstracted on the abstraction form containing the policy statement to which they expressly (or appear to) apply.

The standard format for strategies entered onto the abstraction form is as follows: Verb + a brief description of the action recommended (e.g., provide "for stipends which will cover the costs of attending (ABE) classes for persons who cannot afford to bear the cost of transportation, child care, and related items.")

Each source was analyzed cover-to-cover for policy statements. Where a source had a specific section for recommendations, this section was analyzed first. However, the entire source was also examined. In several cases, early chapters might present the rationale and strategies for the policy recommended in a special section. On the abstraction form, these pages--far apart in the original--appear to follow one another closely. Where a source did not have a specific section for recommendations, policy statements were often identified in the midst of a paragraph or two of related rationales, strategies, and other elements.

F. STRENGTHS AND LIMITATIONS

The major issue to be addressed is really one of exercising cautions interpreting these data. The implication being that detailed interpretations are hindered by variations in terminology within the field. In short, only general conclusions should be drawn.

APPENDIX 2

CENSUS DATA TABLES

TABLE 2-1

Persons 16 Years, and over by AGE and RACE, United States, 1970[1]

(numbers in thousands)

	Total[2]	White	Black	Spanish[3]	American Indians[4]
TOTAL POPULATION	141,094	125,360	14,029	5,451	453
AGE					
16-17	7,781	6,685	999	384	65
18-19	7,307	6,321	888	347	
20-24	16,116	14,121	1,764	773	65
25-29	13,380	11,769	1,407	672	98
30-34	11,476	10,031	1,257	612	
35-39	11,142	9,773	1,196	560	76
40-44	11,980	10,620	1,204	515	
45-54	23,135	20,793	2,103	725	105
55-64	18,686	16,896	1,629	458	
65 and over	20,091	18,353	1,582	404	44

[1] Source: Bureau of the Census, Census of Population, 1970, Final Report, PC (2)-68.

[2] Includes White and Black in addition to "Other" which is not shown.

[3] People with Spanish surnames (from both White and Black totals).

[4] Data here makes up part of "Other".

TABLE 2-2

Persons 16 Years or Over with Less than an Eighth Grade Education. by AGE and RACE, United States, 1970[1] (numbers in thousands)

	Total[2]	White	Black	Spanish[3]	American Indians[4]
TOTAL POPULATION	18,332	14,295	3,727	1,698	108
AGE					
16-17	306	212	88	38	5
18-19	242	181	56	36	
20-24	599	458	129	117	5
25-29	645	499	131	138	15
30-34	766	582	164	165	
35-39	964	723	217	183	20
40-44	1,215	896	295	192	
45-54	2,953	2,161	741	305	37
55-64	3,852	2,941	844	254	
65 and over	6,790	5,641	1,062	268	25

---

[1] Source: Bureau of the Census, Census of Population, 1970, Final Report, PC (2)-6B.

[2] Includes White and Black in addition to "other" which is not shown.

[3] People with Spanish surnames (from both White and Black totals).

[4] Data here makes up part of "Other".

TABLE 2-3

Persons 16 Years or Over With an Eighth Grade Education but Less Than a High School Diploma,[1] by AGE and RACE, United States, 1970

(numbers in thousands)

	Total[2]	White	Black	Spanish[3]	American Indians[4]
TOTAL	48,001	41,997	5,524	1,912	188
AGE					
16-17	7,279	6,311	879	336	46
18-19	2,526	2,062	427	173	
20-24	2,802	2,226	547	232	22
25-29	2,850	2,315	497	212	37
30-34	2,827	2,295	493	197	
35-39	2,998	2,478	482	174	30
40-44	3,688	3,151	499	165	
45-54	7,720	6,830	822	222	39
55-64	7,366	6,796	524	120	
65 and over	7,930	7,533	357	81	13

---

[1] Source: Bureau of the Census, Census of Population, 1970, Final Report, PC (2)-6B.

[2] Includes White and Black in addition to "Other" which is not shown.

[3] People with Spanish surnames (from both White and Black totals).

[4] Data here makes up part of "Other".

TABLE 2-4

Persons 16 Years, and over with Less than an Eighth Grade Education, Percentage to Total Population by AGE and RACE, United States, 1970[1]

(numbers in thousands)

	Total[2]	White	Black	Spanish[3]	American Indians[4]
TOTAL POPULATION	141,094	125,360	14,029	5,450	453
		(percents	of total	population)	
TOTAL	13.0	11.4	26.6	31.1	23.9
AGE					
16-17	.2	.2	.6	.7	1.1
18-19	.2	.1	.4	.7	
20-24	.4	.4	.9	2.1	1.2
25-29	.5	.4	.9	2.5	3.4
30-34	.5	.5	1.2	3.0	
35-39	.7	.6	1.6	3.4	4.5
40-44	.9	.7	2.1	3.5	
45-54	2.1	1.7	5.3	5.6	8.2
55-64	2.7	2.4	6.0	4.7	
65 and over	4.8	4.5	7.6	4.9	5.6

[1] Source: Bureau of the Census, Census of Population, 1970, Final Report, PC (2)-6B.

[2] Includes White and Black in addition to "Other" which is not shown.

[3] People with Spanish surnames (from both White and Black totals).

[4] Data here makes up part of "Other".

TABLE 2-5

Male Persons 16 Years and Over with Less than An Eighth Grade Education, Percentage to Total Male Population. by AGE and RACE, United States, 1970[1]

(numbers in thousands)

	Total[2]	White	Black	Spanish[3]	American Indians[4]
TOTAL-MALE POPULATION	67,240	59,938	6,461	2,624	220
	(percents of total population)				
TOTAL	13.9	12.1	29.3	30.2	24.8
AGE					
16-17	.3	.2	.8	.7	1.2
18-19	.2	.2	.5	.7	
20-24	.5	.4	1.0	2.0	1.3
25-29	.5	.5	1.1	2.4	3.4
30-34	.6	.5	1.3	2.8	
35-39	.8	.7	1.9	3.3	4.6
40-44	1.0	.8	2.5	3.5	
45-54	2.3	1.9	5.9	5.5	8.4
55-64	3.0	2.6	6.6	4.5	
65 and over	4.7	4.3	7.7	4.8	5.8

---

[1] Source: Bureau of the Census, Census of Population, 1970, Final Report, PC (2)-6B.

[2] Includes White and Black in addition to "Other" which is not shown.

[3] People with Spanish surnames (from both White and Black totals).

[4] Data here makes up part of "Other".

TABLE 2-6

Female Persons 16 Years and Over With Less Than an Eighth Grade Education, Percentage to Total Female Population. by AGE and RACE, United States, 1970[1]

(numbers in thousands)

	Total[2]	White	Black	Spanish[3]	American Indians[4]
TOTAL-FEMALE POPULATION	73,855	65,422	7,568	2,827	233
	(percents of total population)				
TOTAL	12.2	10.8	24.2	32.0	23.1
AGE					
16-17	.2	.1	.5	.7	.9
18-19	.2	.1	.3	.7	
20-24	.4	.3	.8	2.3	1.1
25-29	.4	.4	.8	2.7	3.4
30-34	.5	.4	1.0	3.3	
35-39	.6	.5	1.3	3.4	4.3
40-44	.7	.6	1.8	3.5	
45-54	1.9	1.5	4.7	5.7	8.0
55-64	2.5	2.2	5.5	4.8	
65 and over	4.9	4.6	7.5	5.0	5.4

[1] Source: Bureau of the Census, Census of Population, 1970, Final Report, PC (2)-6B.

[2] Includes White and Black in addition to "Other" which is not shown.

[3] People with Spanish surnames (from both White and Black totals).

[4] Data here makes up part of "Other".

TABLE 2-7

Persons 16 Years or Older with Less Than an Eighth Grade Education, Percentage to Total Population for Each Age and Race Category,[1] by AGE and RACE, United States, 1970

(numbers in thousands)

	Total[2]	White	Black	Spanish[3]	American Indians[4]
TOTAL	13.0[5]	11.4	26.6	31.2	23.9
AGE					
16-17	3.9	3.2	8.8	10.0	
18-19	3.3	2.9	6.4	10.5	
20-24	3.7	3.2	7.3	15.1	8.2
25-29	4.8	4.2	9.3	20.6	
30-34	6.7	5.8	13.0	27.0	
35-39	8.7	7.4	18.1	32.8	
40-44	10.1	8.4	24.5	37.3	
45-54	12.8	10.4	35.3	42.1	
55-64	20.6	17.4	51.8	55.4	
65 and over	33.8	30.7	67.1	66.2	57.7

[1] Source: Bureau of the Census, Census of Population, 1970, Final Report, PC (2)-6B.

[2] Includes White and Black in addition to "Other" which is not shown.

[3] People with Spanish surnames (from both White and Black totals).

[4] Data here makes up part of "Other".

[5] See Table for base numbers.

TABLE 2-8

Persons 16 Years or Over with an Eighth Grade Education, but Less than a High School Diploma, Percentage of Total Population for each Age and Race Category. by AGE and RACE, United States, 1970[1]

(numbers in thousands)

	Total[2]	White	Black	Spanish[3]	American Indians[4]
TOTAL	34.0	33.5	39.4	35.1	41.6
AGE					
16-17	93.6	94.4	88.0	87.4	70.2
18-19	34.6	32.6	48.0	49.9	
20-24	17.4	15.8	31.0	30.0	34.3
25-29	21.3	19.7	35.3	31.6	37.4
30-34	24.6	22.9	39.2	32.2	
35-39	26.9	25.4	40.3	31.1	38.9
40-44	30.8	29.7	41.4	32.0	
45-54	33.4	32.9	39.1	30.6	36.6
55-64	39.4	40.2	32.2	26.3	
65 and over	39.5	41.1	22.6	20.1	29.2

[1] Source: Bureau of the Census, Census of Population, 1970, Final Report, PC (2)-6B.

[2] Includes White and Black in addition to "Other" which is not shown.

[3] People with Spanish surnames (from both White and Black totals).

[4] Data here makes up part of "Other".

TABLE 2-9

Employed Persons with Less Than an Eighth Grade Education by AGE and RACE, United States, 1970[1]

(numbers in thousands)

	Total[2]	White	Black	Spanish[3]	American Indians[4]
TOTAL	6,977	5,225	1,630	772	--
AGE					
16-17	57	44	12	9	
18-19	93	73	19	17	
20-24	284	219	60	57	
25-29	351	272	73	72	
30-34	439	330	99	88	
35-39	587	438	137	105	
40-44	758	557	187	112	
45-54	1771	1283	460	171	
55-64	1888	1422	432	110	
65 and over	750	588	151	31	

[1] Source: Bureau of the Census, Census of Population, 1970, Final Report, PC (2)-6B.

[2] Includes White and Black in addition to "Other" which is not shown.

[3] People with Spanish surnames (from both White and Black totals).

[4] Data Not Reported.

TABLE 2-10

Employed Persons 16 Years or Over with an Eighth Grade Education but less than a High School Diploma by AGE and RACE, United States, 1970[1]

(numbers in thousands)

	Total[2]	White	Black	Spanish[3]	American Indians[4]
TOTAL	22,707	19,857	2,642	923	
AGE					
16-17	1,878	1,739	122	67	
18-19	995	867	118	62	
20-24	1,447	1,190	256	114	
25-29	1,651	1,347	286	118	
30-34	1,747	1,421	307	118	
35-39	1,952	1,616	314	109	
40-44	2,515	2,161	330	108	
45-54	5,175	4,584	545	145	
55-64	4,186	3,861	297	68	
65 and over	1,192	1,116	67	14	

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[1] Source: Bureau of the Census, Census of Population, 1970, Final Report, PC (2)-6B.

[2] Includes White and Black in addition to "Other" which is not shown.

[3] People with Spanish surnames (from both White and Black totals).

[4] Data not reported.

TABLE 2-11

Employed Persons 16 Years and Over with Less Than an Eighth Grade Education, Percentages to Total Population without an Eighth Grade Education by AGE and RACE, United States, 1970[1]

(numbers in thousands)

	Total[2]	White	Black	Spanish[3]	American Indians[4]
TOTAL POPULATION[5]	18,332	14,295	3,727	1,698	108
		(Percents of Total Population)			
TOTAL	38.1	36.6	43.7	45.5	--
AGE					
16-17	.3	.3	.3	.5	
18-19	.5	.5	.5	1.0	
20-24	1.6	1.5	1.6	3.3	
25-29	1.9	1.9	2.0	4.2	
30-34	2.4	2.3	2.7	5.2	
35-39	3.2	3.1	3.7	6.2	
40-44	4.1	3.9	5.0	6.6	
45-54	9.7	9.0	12.4	10.1	
55-64	10.3	9.9	11.6	6.5	
65 and over	4.1	4.1	4.1	1.9	

[1] Source: Bureau of the Census, Census of Population, 1970, Final Report, PC (2)-68.

[2] Includes White and Black in addition to "Other" which is not shown.

[3] People with Spanish surnames (from both White and Black totals).

[4] Data here makes up part of "Other".

[5] Without an Eighth Grade Education.

TABLE 2-12

Employed Persons 16 Years or Over with Less Than an Eighth Grade Education, Percentages of Total Population for Each Age and Race Category for the Same Education, by AGE and RACE, United States, 1970[1]

(numbers in thousands)

	Total[2]	White	Black	Spanish[3]	American Indians[4]
TOTAL	38.1	36.6	43.7	45.5	--
AGE					
16-17	18.7	20.8	14.0	24.1	
18-19	38.5	40.2	33.6	46.6	
20-24	47.3	47.8	46.4	48.8	
25-29	54.4	54.4	55.5	52.0	
30-34	57.2	56.7	60.4	53.3	
35-39	60.9	60.6	63.2	57.0	
40-44	62.3	62.2	63.5	58.5	
45-54	60.0	59.4	62.1	56.0	
55-64	49.0	48.3	51.2	43.2	
65 and over	11.1	10.4	14.2	11.7	

[1] Source: Bureau of the Census, Census of Population, 1970, Final Report, PC (2)-6B.

[2] Includes White and Black in addition to "Other" which is not shown.

[3] People with Spanish surnames (from both White and Black totals).

[4] Data Not Reported.

TABLE 2-13

Employed Persons 16 Years or Over with an Eighth Grade Education But Less Than a High School Diploma, Percentages of Total Population for Each Age and Race Category for the Same Education, by AGE and RACE, United States, 1970[1]

(numbers in thousands)

	Total[2]	White	Black	Spanish[3]	American Indians[4]
TOTAL	47.3	47.3	47.8	48.3	
AGE					
16-17	25.8	27.6	13.8	19.9	
18-19	39.4	42.1	27.6	36.1	
20-24	50.6	53.4	46.9	49.1	
25-29	57.9	58.2	57.6	55.4	
30-34	61.8	61.9	62.2	60.2	
35-39	65.1	65.2	65.2	62.6	
40-44	68.2	68.6	66.2	65.6	
45-54	67.0	67.1	66.4	65.4	
55-64	50.8	56.8	56.7	56.8	
65 and over	15.0	14.8	18.8	17.2	

[1] Source: Bureau of the Census, Census of Population, 1970, Final Report, PC (2)-6B.

[2] Includes White and Black in addition to "Other" which is not shown.

[3] People with Spanish surnames (from both White and Black totals).

[4] Data not reported.

TABLE 2-14

Male Employed Persons 16 Years and Over with Less Than an Eighth Grade Education, Percentages to Total Male Population Without an Eighth Grade Education by AGE and RACE, United States, 1970[1]

(numbers in thousands)

	Total[2]	White	Black	Spanish[3]	American Indians[4]
TOTAL-MALE[5] POPULATION	9,311	7,262	1,892	793	55
		(Percents of Total Population)			
TOTAL	53.2	52.5	56.3	68.3	
AGE					
16-17	.5	.4	.5	.7	
18-19	.7	.7	.7	1.3	
20-24	2.1	2.1	2.1	4.8	
25-29	2.8	2.8	2.6	6.5	
30-34	3.4	3.4	3.5	7.7	
35-39	4.6	4.5	5.0	9.2	
40-44	5.9	5.7	6.7	9.9	
45-54	13.3	12.7	15.6	14.8	
55-64	14.3	14.1	14.7	10.1	
65 and over	5.8	6.0	5.1	3.1	

[1] Source: Bureau of the Census, Census of Population, 1970, Final Report, PC (2)-6B.

[2] Includes White and Black in addition to "Other" which is not shown.

[3] People with Spanish surnames (from both White and Black totals).

[4] Data here makes up part of "Other".

[5] Without an Eighth Grade Education.

TABLE 2-15

Female Employed Persons 16 Years and Over with Less Than an Eighth Grade Education, Percentages to Total Female Population without an Eighth Grade Education by AGE and RACE, United States, 1970[1]

(numbers in thousands)

	Total[2]	White	Black	Spanish[3]	American Indians[4]
TOTAL-FEMALE POPULATION[5]	9,021	7,033	1,835	905	54
		(Percents of total population)			
TOTAL	22.4	20.1	30.8	25.5	
AGE					
16-17	.2	.2	.2	.4	
18-19	.4	.4	.3	.7	
20-24	1.0	.9	1.1	2.0	
25-29	1.1	1.0	1.3	2.3	
30-34	1.3	1.2	1.8	2.9	
35-39	1.7	1.6	2.3	3.5	
40-44	2.3	2.0	3.3	3.7	
45-54	5.9	5.1	9.0	5.9	
55-64	6.2	5.6	8.4	3.3	
65 and over	2.4	2.2	3.0	.8	

[1] Source: Bureau of the Census, Census of Population, 1970, Final Report, PC (2)-6B.

[2] Includes White and Black in addition to "Other" which is not shown.

[3] People with Spanish surnames (from both White and Black totals).

[4] Data here makes up part of "Other".

[5] Without an Eighth Grade Education.

TABLE 2-16

Persons "Not in Labor Force or School," 16 Years or Over with Less than an Eighth Grade Education. by AGE and RACE, United States, 1970[1] (numbers in thousands)

	Total	White[2]	Black	Spanish[3]	American Indians[4]
TOTAL	10,690	8,764	1,926	881	--
AGE					
16-19	202	150	51	29	
20-24	252	199	53	51	
25-30	242	438	104	130	
35-44	749	582	167	143	
45-54	1,091	834	257	123	
55-64	1,871	1,479	391	136	
65 and over	5,983	5,081	902	234	

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[1] Source: Bureau of the Census, Census of Population, 1970, Final Report, PC (2)-6B.

[2] Numbers include all persons except Black people.

[3] People with Spanish surnames (from both White and Black totals).

[4] Data not reported.

TABLE 2-17

Persons "Not in Labor Force or School" 16 Years or Over with an Eighth Grade Education but Less than a High School Diploma. by AGE and RACE, United States, 1970[1]

(numbers in thousands)

	Total	White[2]	Black	Spanish[3]	American Indians[4]
TOTAL	17,875	16,091	1,784	610	
AGE					
16-19	916	703	213	78	
20-24	1,018	815	202	91	
25-34	1,953	1,625	329	151	
35-44	1,972	1,681	291	107	
45-54	2,331	2,082	250	69	
55-64	3,020	2,806	214	49	
55 and over	6,664	6,379	285	66	

[1] Source: Bureau of the Census, Census of Population, 1970, Final Report, PC (2)-6B.

[2] Numbers include all persons except Black People.

[3] People with Spanish surnames (from both White and Black totals).

[4] Data not reported.

TABLE 2-18

Persons "Not in Labor Force or School," 16 Years or Over with Less Than an Eighth Grade Education, Percentages to Total Population for Each Age and Race Category for the Same Education. by AGE and RACE, United States, 1970[1]

(numbers in thousands)

	Total	White[2]	Black	Spanish[3]	American Indians[4]
TOTAL	58.3	61.3	51.7	51.9	
AGE					
16-19	36.9	38.1	35.8	38.2	
20-24	42.1	43.5	41.6	43.9	
25-34	38.4	40.6	35.2	42.8	
35-44	34.4	36.0	32.7	38.1	
45-54	36.9	38.6	34.7	40.4	
55-64	48.6	50.3	46.4	53.7	
65 and over	88.1	90.1	84.9	87.4	

[1] Source: Bureau of the Census, Census of Population, 1970, Final Report, PC (2)-6B.

[2] Numbers include all persons except Black people.

[3] People with Spanish surnames (from both White and Black totals).

[4] Data not reported.

TABLE 2-19

Persons "Not in Labor Force or School," 16 Years or Over with an Eighth Grade Education but Less than a High School Diploma, Percentage to Total Population for Each Age and Race Category for the Same Education. by AGE and RACE, United States, 1970[1]

(numbers in thousands)

	Total	White	Black	Spanish[3]	American Indians[4]
TOTAL	37.2	38.3	32.3	31.9	
AGE					
16-19	9.3	8.4	16.3	15.3	
20-24	36.3	36.6	37.0	39.2	
25-34	34.4	35.2	33.4	36.8	
35-44	29.5	29.9	29.7	31.6	
45-54	30.2	30.5	30.4	31.0	
55-64	41.0	41.3	40.9	40.3	
65 and over	84.0	84.7	79.9	81.2	

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[1] Source: Bureau of the Census, Census of Population, 1970, Final Report, PC (2)-6B.

[2] Numbers include all persons except Black people.

[3] People with Spanish surnames (from both White and Black totals).

[4] ~~Data not reported.~~

APPENDIX 3-A

ADULT EDUCATION PARTICIPATION TABLES

(FOR EXPLANTORY TEXT SEE APPENDIX 3-B)

TABLE 3-A-1

Total Population Age 17 and Over, Population Not Full-Time Students, Participants In Adult Education Non-Participants and Full-Time Students, by Age: United States, Year Ending May, 1969

(numbers in thousands)

Age	Population Not Full-Time Students	Participants	Non-Participants	Full-Time Students
Total	119,597[1]	13,041	106,556	10,654
17-24	14,682	2,598	12,084	10,017
25-34	22,994	4,359	18,635	637
35-44	22,697	2,985	19,712	--[2]
45-54	22,742	2,052	20,690	--
55-64	17,874	773	17,101	--
65+	18,609	275	18,334	--
Percent Distribution by Age				
Total	100.0[3]	100.0	100.0	100.0
17-24	12.3*	19.9*	11.3*	94.6*
25-34	19.2*	33.4	17.5*	5.4*
35-44	19.0*	22.9*	18.5*	--
45-54	19.0*	15.7	19.4*	--
55-64	15.0	5.9	16.1	--
65+	15.6	2.1	17.2	--

[1] Column totals may not sum precisely because of estimating procedures.

[2] Those 35 years or older were assumed not to be full-time students.

[3] Percentages may not add to 100.0 because of rounding.

*The comparable percentage for 1972 differs with statistical significance.

TABLE 3-A-1 (continued)

Age	Population Not Full-Time Students	Participants	Non-Participants	Full-Time Students
Percent Distribution by Participants and Non-Participants				
Total	100.0	10.9*	89.1	--
17-24	100.0	17.7*	82.3	--
25-34	100.0	19.0*	81.0	--
35-44	100.0	13.2*	86.8	--
45-54	100.0	9.0*	91.0	--
55-64	100.0	4.3*	95.7	--
65+	100.0	1.5*	98.5	--

*The comparable percentage for 1972 differs with statistical significance.

TABLE 3-A-2

Total Population Age 17 and Over, Population Not Full-Time Students, Participants in Adult Education Non-Participants and Full-Time Students, by Education: United States, Year Ending May, 1969

(numbers in thousands)

Education	Population Not Full-Time Students	Participants	Non-Participants	Full-Time Students
Total	119,595[1]	13,041	106,556	10,654
None-8th grade	30,540	654	29,886	119
9th-11th grade	21,770	1,331	20,439	4,952
High school graduate	42,861	5,067	37,794	1,819
Some college	12,376	2,576	9,800	3,161
College graduate	7,510	1,983	5,527	278
Postgraduate	4,541	1,430	3,111	326
Percent Distribution by Education				
Total	100.0[2]	100.0	100.0	100.0
None-8th grade	25.5*	5.0*	28.0*	1.1
9th-11th grade	18.2*	10.2	19.2*	46.5*
High school graduate	35.8*	38.9	35.5*	17.1
Some college	10.4*	19.8*	9.2*	29.7*
College graduate	6.3*	15.2	5.2*	2.6
Postgraduate	3.8*	11.0	2.9	3.1

[1] Column totals may not sum precisely because of estimating procedures.

[2] Percentages may not add to 100.0 because of rounding.

*The comparable percentage for 1972 differs with statistical significance.

TABLE 3-A-2 (continued)

Education	Population Not Full-Time Students	Participants	Non-Participants	Full-Time Students
Percent Distribution by Participants and Non-Participants				
Total	100.0	10.9*	89.1	--[3]
None-8th grade	100.0	2.1	97.9	--
9th-11th grade	100.0	6.1	93.9	--
High school graduate	100.0	11.8	88.2	--
Some college	100.0	20.8*	79.2	--
College graduate	100.0	26.4	73.6	--
Postgraduate	100.0	31.5*	68.5	--

[3] Those 35 years or older were assumed not to be full-time students.

*The comparable percentage for 1972 differs with statistical significance.

TABLE 3-A-3

Total Population Age 17 and Over, Population Not Full-Time Students, Participants in Adult Education Non-Participants and Full-Time Students, by Race: United States, Year Ending May, 1969

(numbers in thousands)

Race	Population Not Full-Time Students	Participants	Non-Participants	Full-Time Students
Total	119,597[1]	13,041	106,556	10,654
White	106,902	11,928	94,974	9,508
Black	11,610	982	10,628	985
Other	1,086	131	955	161
Percent Distribution by Race				
Total	100.0[2]	100.0	100.0	100.0
White	89.4	91.5	89.1	89.2*
Black	9.7	7.5*	10.0	9.3*
Other	0.9	1.0	0.9	1.5
Percent Distribution by Participants and Non-Participants				
Total	100.0	10.9*	89.1	--[3]
White	100.0	11.2*	88.8	--
Black	100.0	8.5	91.5	--
Other	100.0	12.1	87.9	--

[1] Column totals may not sum precisely because of estimating procedures.

[2] Percentages may not add to 100.0 because of rounding.

[3] Those 35 years or older were assumed not to be full-time students.

*The comparable percentage for 1972 differs with statistical significance.

TABLE 3-A-4

Total Population Age 17 and Over, Population Not Full-Time Students, Participants in Adult Education Non-Participants and Full-Time Students, by Sex: United States, Year Ending May, 1969

(numbers in thousands)

Sex	Population Not Full-Time Students	Participants	Non-Participants	Full-Time Students
Total	119,597[1]	13,041	106,556	10,654
Male	54,849	6,800	48,049	5,999
Female	64,748	6,241	58,507	4,655
Percent Distribution by Sex				
Total	100.0[2]	100.0	100.0	100.0
Male	45.9	52.1*	45.1	56.3
Female	54.1	47.9*	54.9	43.7
Percent Distribution by Participants and Non-Participants				
Total	100.0	10.9*	89.1	--[3]
Male	100.0	12.4*	87.6	--
Female	100.0	9.6*	90.4	--

[1] Column totals may not sum precisely because of estimating procedures.

[2] Percentages may not add to 100.0 because of rounding.

[3] Those 35 years or older were assumed not to be full-time student.

*The comparable percentage for 1972 differs with statistical significance.

TABLE 3-A-5

Total Population Age 17 and Over, Population Not Full-Time Students, Participants in Adult Education and Nonparticipants: by Sex, Race and Age: United States, Year Ending May, 1969

(numbers in thousands)

Sex-race-age	Population Not Full-Time Students	Participants	Nonparticipants
Total Male-White	49,192[1]	6,368	42,824
17-34	14,580	3,559	11,021
35-54	19,624	2,414	17,210
55+	14,988	395	14,593
Total Male-Black	5,164	376	4,788
17-34	1,951	220	1,731
35-54	1,937	140	1,797
55+	1,276	16	1,260
Total Female-White	57,711	5,560	52,151
17-34	18,309	2,768	15,541
35-54	21,024	2,190	18,834
55+	18,378	602	17,776
Total Female-Black	6,446	606	5,840
17-34	2,484	335	2,149
35-54	2,377	240	2,137
55+	1,585	31	1,554

[1] Column totals may not sum precisely because of estimating procedures.

TABLE 3-A-5 (continued)

Sex-race-age	Population Not Full-Time Students	Participants	Nonparticipants
Percent distribution by sex-race-age			
Total	100.0[2]	100.0	100.0
Male-White			
17-34	29.6*	55.9	25.7*
35-54	39.9*	37.9	40.2*
55+	30.5	6.2	34.1
Total	100.0	100.0	100.0
Male-Black			
17-34	37.8	58.5	36.2
35-54	37.5	37.2	37.5
55+	24.7	4.3	26.3
Total	100.0	100.0	100.0
Female-White			
17-34	31.7*	49.8*	29.8*
35-54	36.4*	39.4*	36.1*
55+	31.9	10.8	34.1*
Total	100.0	100.0	100.0
Female-Black			
17-34	38.5	55.3	36.8
35-54	36.9	39.6*	36.6
55+	24.6	5.1	26.6

[2] Percentages may not add to 100.0 because of rounding.

*The comparable percentage for 1972 differs with statistical significance.

TABLE 3-A-5 (continued)

Sex-race-age	Population Not Full-Time Students	Participants	Nonparticipants
Percent Distribution by Participants and Non-Participants			
Total	100.0	13.0*	87.0
Male-White			
17-34	100.0	24.4	75.6
35-54	100.0	12.3*	87.7
55+	100.0	2.6*	97.4
Total	100.0	7.3	92.7
Male-Black			
17-34	100.0	11.3	88.7
35-54	100.0	7.2	92.8
55+	100.0	1.3	98.8
Total	100.0	9.6*	90.4
Female-White			
17-34	100.0	15.1*	84.9
35-54	100.0	10.4*	89.6
55+	100.0	3.3*	96.7
Total	100.0	9.4	90.6
Female-Black			
17-34	100.0	13.5	86.5
35-54	100.0	10.1	89.9
55+	100.0	2.0	98.0

* The comparable percentage for 1972 differs with statistical significance.

TABLE 3-A-6

Total Population Age 17 and Over, Population Not Full-Time Students, Participants in Adult Education Non-Participants and Full-Time Students, by Selected Occupations: United States, Year Ending May, 1969

(numbers in thousands)

Selected Occupation	Population Not Full-Time Students	Participants	Non-Participants	Full-Time Students
Total	119,597	13,041	106,556	10,654
Professional/ Technical	10,414	3,337	7,077	490
Clerical	12,203	1,743	10,460	871
Service Workers, Domestics, Non-Farm Laborers	11,997	1,665	10,332	1,342
Percent Distribution by Selected Occupation				
Total	100.0	100.0	100.0	100.0
Professional/ Technical	8.7	25.6	6.6	4.6
Clerical	10.2	13.4	9.8	8.2
Service Workers, Domestics, Non-Farm Laborers	10.0	12.8*	9.7*	12.6*
Percent Distribution by Participants and Non-Participants				
Total	100.0	10.9*	89.1	--
Professional/ Technical	100.0	32.0*	68.0	--
Clerical	100.0	14.3*	85.7	--
Service Workers, Domestics, Non-Farm Laborers	100.0	13.9*	86.1	--

*The comparable percentage for 1972 differs with statistical significance.

TABLE 3-A-7

Total Population Age 17 and Over, Population Not Full-Time Students, Participants in Adult Education and Non-Participants, by Labor Force Status: United States, Year Ending May, 1969

(numbers in thousands)

Class of Worker	Population Not Full-Time Students	Participants	Non-Participants
Total	119,597[1]	13,041	106,556
In labor force	74,487	10,462	64,025
Not in labor force	45,112	2,580	42,532
Percent Distribution by Class of Worker			
Total	100.0[2]	100.0	100.0
In labor force	62.3	80.2	60.1
Not in labor force	37.7	19.8	39.9
Percent Distribution by Participants and Non-Participants			
Total	100.0	10.9*	89.1
In labor force	100.0	14.0*	86.0
Not in labor force	100.0	5.7*	94.3

[1] Column totals may not sum precisely because of estimating procedures.

[2] Percentages may not add to 100.0 because of rounding.

*The comparable percentage for 1972 differs with statistical significance.

APPENDIX 3-B

DETAILED ANALYSIS OF PARTICIPATION DATA BY DEMOGRAPHIC GROUPS WITHIN EDUCATION CATEGORIES

AND

RELATED TABLES

APPENDIX 3-B

DETAILED ANALYSIS OF PARTICIPATION DATA BY DEMOGRAPHIC GROUPS WITHIN EDUCATION CATEGORIES

EDUCATION CATEGORIES BY DEMOGRAPHIC GROUPS

Description of Quantitative Presentation

With people's reasons for participation in adult education classified under the five education categories, this Appendix section examines with some detail the demographic nature of participation within each category. Additionally, within the Job Related Education category special attention is paid to each of the two reasons that comprise it: to improve in the job or to get a new job. Similarly, within Adult Functional Education, individual analyses are performed for the reasons of community activity and personal or family interests.

A summary of this material appears in the last section of Chapter V.

With the exception of Adult Basic Education - Adult Secondary Education, participants in each category are addressed by age, education, race, sex, and sex-race-age. Because of the limited data, ABE-ASE participants are distributed only by the combination of sex-race, though the same analyses are performed for the other demographic variables.

Highlights of these analyses are discussed in the text; the series of 45 tables on which the analyses are based appear here appropriately. The columns in each table, although minimal in number, permit the derivation of data to answer a variety of questions. For each demographic variable dealt with separately for each category by a table, there is a column which shows the distribution of the total number of participants; the second major column concerns the particular education category and is subdivided into the percentage distribution of participants just for that category (composition) and another sub-column which shows the percentage of total participants in specific demographic breakdowns who took a course in that specific education category (utilization). For instance, in 1972, an estimated 607,000 participants took an ABE or ASE course. Of these 607 thousand ABE-ASE participants, 335,000 or 55.2% fell in the age span, 17-24 years, a composition datum. However, of the total number of participants 17-24 years (3,426,000), in all programs, the 335,000 in ABE-ASE for the same age span was only 9.8 percent, a utilization datum from the point of view of the total number of participants.

Each table, then, provides these three sets of data, broken by the participation variable, viz., total participation, participation within the education category, and for the education category, the percentage, its category and particular number is of the total participation of the respective demographic group. Except for the sum of participants in the education category, the data in the last two columns are in percentages. Numbers in each case can fairly accurately be derived by multiplying the percentage by the respective sums or totals in the table. The numbers in the first column on total participants can, of course, be changed to percentages (though these percentages are found in other text and Appendix tables).

Each table, too, has these same three sets or columns of information on participation for 1969. In the same manner used with earlier tables, comparisons can be made to determine the statistical significance between the two comparable percentages for 1969 and 1972. For example, in Table V-1, the data revealed in comparison with Table 3-A-1 in this Appendix that the percentage of total participants in 1972 was 21.8% for those 17-24 years, while for the same age span in 1969 it had been 19.9% (a comparison of two composition data). The increase was statistically significant. With these analyses completed on total participants by the various demographic breakdowns, there was no need to repeat them in these tables.

Back to the presently referenced table, Table 3-B-1, in the Appendix on ABE-ASE broken by age, the data shows that the 39.9% in composition (the percentage of all ABE-ASE participants) for the years 17-24 in 1969, was statistically significant from the comparable percentage of 55.2% in 1972. However, the utilization rates (the total numbers of participants for 17-24 years divided into the number of ABE-ASE participants for the same age span) were 9.1% for 1969 and 9.8% for 1972 - not different with statistical significance.

Besides analyses possible in addition to those explicitly dealt with in the present Appendix tables, the use of the earlier demographic tables can shed more light on the area. For instance, from Table V-1, the estimate is provided that in 1972 there were 17,405,000 people in the total population for the ages 17-24 who were not full-time students. This number can be divided directly into the 335,000 participants (derivable from the percentage in the present Appendix Table 3-B-1) for that year in ABE-ASE; the percentage is 1.9% or that is the percentage of the population of full-time students in 1972, between 17-24 years who took one or more courses in ABE-ASE. The curious can follow the same pattern for 1969 data (the answer is 1.6%).

ABE-ASE

Age

Those taking courses for credit toward ABE or high school graduation in 1972 comprised a relatively young group among participants. Of the 607,000 participants focusing on ABE or ASE, 55.2% were found among ages 17-24 compared with the overall 21.8% for all participants of which they were a part; only 10.3% of ABE or ASE participants were 45 years old or more. Similarly, although the 607,000 made up 3.9% of all participants, the 335,000 participants aged 17-24 who were in ABE or ASE comprised 9.8% of all participants at that age.

The relevant table in the Appendix shows that in 1972 more of the participants in ABE-ASE were in the age span 17-24 than in 1969, (55.2% versus 39.9%). The older age groups in 1972 generally dropped in proportion or composition of the total. Additionally, for all relevant participants, the rate of utilization for ABE-ASE generally declined at the age levels higher than 17-24 (and, of course, overall there was a proportional reduction among participants for ABE-ASE, going from 4.6% in 1969 to 3.9% in 1972.

Education

The educational attainment for those classified as ABE or ASE was generally, although far from perfectly, related to logical expectations. Of these 607,000 participants, 66.1% were recorded with no more than an eleventh grade education; 9.1% with no more than an eighth grade education. Census data indicated that 94.9% of all ABE and ASE participants had a high school degree or less. It could well be that the household member interviewed for information on others credited a person with high school graduation because the member had graduated the past year or was about to do so. Consequently, that member could still have taken a course toward graduation during the past year.

Appendix Table 3-B-2 shows that between 1969 and 1972, not only did the composition (the percentage of total participants with ABE-ASE) of those with "none - 8th grade" education diminish significantly (20.0% to 9.1%) but also the rate of utilization of ABE-ASE for such people went from 18.2% to 9.0%. Those few participants at the higher educational attainment levels who registered participation in ABE-ASE could have been highly educated people from abroad or people learning to teach ABE-ASE.

Race

Blacks in 1972 were 16.2% of all those taking ABE or ASE; their proportion among all participants was only 6.4. None of the percentage differences between 1972 and 1969 were statistically significant.

Sex

In ABE and ASE the 378,000 women in 1972 comprised 62.3% of the total, although among all participants of which they were a part, women made up only 50.8%.

JRE

Fifty-four percent or 8,494,000 of all 15.7 million adult education participants in 1972 took one or more courses for job related reasons (this included to improve or advance on the job or to get a new job). Comparable figures for 1969 were 7,321,000 of the 13 million participants or 56.1% in JRE courses. The reduction in percentage in 1972 was statistically significant.

Age

Utilization rates for participants in the younger age spans for JRE are higher than for those 55 years and older. For instance, of all 5,218,000 participants in 1972, 25-34 years, 57.2% had at least one JRE course; on the other hand, the 67,000 participants 65 years or older represented only 17.8% of the total participants (376,000) 65 years or more (such participants comprised only 0.8% of the 8,493,000 with JRE courses). The patterning between the JRE data on age for the two years was essentially similar: for both 1969 and 1972, the greatest percentage for composition was for 25-34 years at approximately 35.5%.

Education

The proportion of total participants taking a JRE course increased directly with educational level achieved. Appendix Table 3-8-7 shows this clearly. Of the 612,000 participants with 0-8 years of schooling, 39.9% were in job-related courses. For those 1,797,000 participants with more than a college degree, 64.9% had job related courses. For 1969, this pattern, although generally present, was not so sharp; the comparable utilization percentages were 44.6% and 62.4%.

Comparisons with 1969 and 1972 data further show a decline proportionally in JRE for the participant who is a high school graduate. In 1969, he represented 39.5% of all those with JRE courses; in 1972, it was down to 36.8%. Similar to the composition decline, the rate of utilization of JRE by high school graduates among participants diminished. Of the 5,067,000 participants with just a high school degree in 1969, 57.1% took a JRE course; the comparable number for 1972 led to a reduced 52.8% of the total relevant participants who had graduated from high school (5,916,000). With the large numbers of participants involved in adult education among those with just a high school degree, these kinds of proportional declines would have had a strong impact on the overall drop in proportional representation of JRE among all other education categories.

Race

Sixty-five point three percent (65.3%) of all Black participants in 1972 took job-related courses; 53.3% of Whites did so. Appendix Table 3-B-8 also shows that between 1969 and 1972, the percentages of White participants with JRE courses declined, 55.5% to 53.3%; however, comparable Black and other percentages of utilization remained almost identical at 65.3 and 49.3, respectively.

Sex

Two ways stand out in which men in 1972 exceeded women in job-related courses. First, from the point of view of the reason people give for taking a course, of the 7,738,000 men participants, 5,030,000 or 65.0% took job related courses; of the 7,995,000 women participants, 3,463,000 or 43.3% took job related courses. Second, with the use of the Census editors' categorizations of descriptions of the courses, it was found that 47.9% of the 25,572,000 activities were coded "occupational training;" of the men's activities (12,746,000) 58.5% were so labeled, but only 37.4% of the women's 12,825,000 received this categorization.

Appendix Table 3-B-9 shows a striking change between 1969 and 1972 in the proportions of men and women with JRE courses. Women went from 35.9% of total JRE participants to 40.8% in 1972. Moreover, the rate of utilization of JRE by the total participants who were men went from 69.0% in 1969 to 65.0% in 1972. Although equity of women's participation in JRE courses may be still some way off, the change in just these three years is suggestive.

Sex-Race-Age

White women, whether compared with White men or Black women, are in 1972 underrepresented proportionally in taking courses for job-related reasons. While White men comprise 55.5% of all participants with job-related courses, but only 46.3% of all participants, the comparable figures for White women are 35.5% and 46.0%.

Of the 658,000 estimated Black women participants in 1972, 61.9% took one or more JRE courses; of the 7,233,000 White women, only 41.7% gave JRE reasons for at least one course.

Appendix Table 3-B-10 on this area shows a falling off of the utilization by White men over the three year span for JRE: a drop from 69.3% to 64.7% in 1972. This decline is particularly attributable to changes among White men 17-24 years. Nevertheless, the participation rate in JRE for the Black men shows an opposite pattern. In 1969, 63.6% of Black men 17-24 years had one or more JRE courses; this rose with statistical significance in 1972 to 78.5%. Among those who participated in adult education in 1972, the younger Black man seems to take a greater proportion of courses for JRE purposes. Even so, the number of Black men 17-24 years in 1972 was only 149,000 who took one or more JRE courses.

The numbers for the Black men could not appreciably offset that for the decline of White men. The possibly counterbalancing numbers for the White men 17-24 years comes from White women for the same age span. The 1,697,000 White women 17-24 years (of 3,018,000 White women in JRE) represented in 1972 a composition increase over 1969's 50.7% by 5.5 percentage points to 56.2%. Then, too, the 1,697,000 White women (17-24) with JRE reasons was 44.4% of all 3,824,000 participating women of the age range

17-24. This percentage differed from the 40.2% of 1969. Men and women at ages 17-24 were found to be converging in rate of utilization in JRE. These data provide a more detailed basis for pinpointing the possibly converging changes by age spans.

By the Reason: "To Improve or Advance in Job"

"To improve or advance in job" was one of the two reasons given by participants whose data comprised that for JRE. The other was "To get a new job." The former reason, advancing in job, will presently be compared with data in JRE. The opposite table is Table 3-B-26 in this Appendix. Comments will be made only when there appear to be a significant difference. In 1972, the largest number of participants in JRE, 6,714,000, gave to improve or advance in their job (excluding to get a new job) as a reason for one or more of their courses; the percentage was 42.7 of the total participants.

Those seeking to "advance in job" tended to be older composition-wise than the age breakdown distribution of percentages for the JRE of which they formed the largest part. For instance, of all participants taking courses in 1972 to "advance on the job" 18.4% included those 17-24 years compared with 23.1% for JRE.

The proportion of people giving as a reason to improve or advance in job for all participants in the various age categories went from a high of 47.1% for ages 25-34 down to 15.4% for ages 65 or over.

For educational attainment Appendix Table 3-B-27 on "advancing in job" indicates that the shifts between 1969 and 1972 for higher composition percentages for the very well educated and lower percentages for the less well educated were greater than for the total JRE.

When comparing the occupational classifications - "professional/technical," "clerical," and "service workers" - the proportion of people in 1972 of all participants in the occupational categories taking courses to improve or advance in the job was markedly higher for those in "professional/technical" occupations than for others: 62.3% compared with 44.4% and 40.6% respectively. These data do not appear in the tables; nor do these: of all those participants who categorized one or more of their courses as "managerial," 80.3% gave as the reason for taking these courses, "to improve or advance in the job."

By the reason: "To get a new Job"

According to the 1972 participation survey, 11.3% or 1,779,000 of the 15.7 million participants in adult education gave as a reason for taking one or more courses, "to get a new job."

Those who gave to get a new job as a reason are distinctly a more youthful group of participants than those giving to advance in job. Table 3-B-31 reveals that of all participants giving to get a new job (composition), 40.9% were ages 17-24, while for the whole participation population only 21.8% were found at these ages. The proportion of participants of all participants (utilization) in each age category taking one or more courses for a new job for the six age categories went steadily down from 21.2% for ages 17-24 to 2.4% for ages 65 or over.

Of all those participants in 1972 with the lowest education, 11.6% took courses for getting a new job, while only 3.8% of those with more than a college degree did so. This pattern is reversed for those with the "advance in job" reason: the percentages go up instead of down, viz., 28.3% for the 0-8th grade to 61.1% for those with more than a college degree. The relationships are similar for 1969.

One difference between 1969 and 1972 on the reasons that comprise JRE stands out. For advance in job in 1969 those with a 9-11th grade educational attainment represented 35.8% of all 1,331,000 participants with that educational level. In 1972, this percentage fell significantly to 27.3% of all 1,454,000 with the 9-11th grade attainment. On the other hand, the change was just the reverse for those giving to get a new job. In 1969, for the 9-11th grade, the number of all participants who had attained this level was 1,331,000, of which 13.4% were for getting a new job. The figure rose significantly in 1972 to 18.6% of the total 1,454,000 relevant participants. When these two sets of data were combined in JRE, there was no statistically significant difference. The direction of the difference between the comparable percentages, i.e., 49.6% to 45.8% obscured the dynamics within by reason.

Blacks are overrepresented in 1972 among those who offer the reason to get a new job. While Blacks made up 6.4% of all participants, they comprised 11.3% of the 1,779,000 participants taking courses for a new job. The 202,000 estimated Blacks taking courses to get a new job represented 20.0% of all Black participants; in the same situation for White participants, the percentage was 10.8.

Unlike data for the reason to improve or advance in the job, the proportion of men and women were similar in taking courses for a new job. Appendix Table 3-8-34 shows that for both 1969 and 1972 the percentages tended to converge.

Of all 760,000 White men with courses for new jobs, 71.6% are aged 17-24, while the proportion of White men at that age grouping among all participating White men was 56.2. Contrary to the findings for participants in reasons to advance in the job, of all "service workers" the proportion taking courses for a new job was 17.7% compared with 12.0% for "clerical workers" and 5.1% for "professional/technical" people who are participants.

For those Seeking College Degrees

With the reasonable assumption that adult education participants who register to participate in courses for any of a variety of college or professional degrees do so for job related purposes, the data for 1972 reveal that such people comprise an estimated 3,662,000 or 23.3% of the total 15.7 million adult participants.

The academic degree seekers were predominantly youthful. Fifty-five percent of all participants were 34 years old or less, while for the college or professional degree seekers the comparable proportion was 68.5. Of all adult education participants, the proportion of those registering for college or professional degrees declined from 31.1% at the age range 17-24 to 4.3% of those 65 years or beyond.

Women were a couple of percentage points underrepresented compared with their proportion among all participants among the various sorts of college and professional degree seekers.

Among the Whites and Blacks their proportions of degree seekers were practically identical with their proportion among all participants.

An estimated 2.17 million people or 13.9% of all participants took one or more courses for either a 2 year or 4 year college degree. Of the 2 or 4 year college degree seekers, 26.7% of the 2,170,000 participants were 35 years or more.

The data suggest that those with less than a high school diploma comprise 3.6% or 42,000 of the 2,170,000 estimated who took courses for a 2 or 4 year college degree.

Whites and Blacks differed insignificantly in proportions of those who sought 2 or 4 year degrees by means of adult education participation. Of all 14,518,000 White participants, 13.9% took courses for a 2 or 4 year college degree; for the 1,011,000 Blacks it was 14.0%. Among those seeking credit for a 2 or 4 year college degree, the proportion of White participants was 92.9, while their proportion among all participants was 92.3; similarly, for Black participants the comparable proportions were 6.5 and 6.4.

The estimated 1,492,000 participants taking one or more courses for a postgraduate or professional degree in 1972 represented 9.5% of all participants.

Of the postgraduate or professional degree seekers, 38.8% were 35 years or older; on the other hand, and similar to the 2 or 4 year degree seekers, percentages of participants declined as the age categories increased except for 17-24 at 6.6% and 25-34 at 13.2%.

Again, as for the seekers of 2 or 4 year college degrees, the proportion of participants among the White participants and Black participants did not differ significantly for those seeking postgraduate or professional degrees - 9.5 for White participants versus 9.1 for Black participants.

Eleven thousand or 1.1% of the 1,492,000 participants seeking a postgraduate or professional degree were recorded with less than a high school degree, but 88.9% or 1,327,000 of such participants held a college degree or more. Among the 15.7 million participants, 1.8 million had more than a college degree with 675,000 of this latter number or 37.6% taking courses for postgraduate or professional degrees.

Women are underrepresented among those taking adult education for postgraduate or professional degrees: they represent 47.7% of such participants while they are 50.8% of all participants.

AFE

Over one quarter (26.1 percent) of the 15.7 million participants in 1972 had one or more courses in Adult Functional Education (AFE) which can be described to include the following types of courses: urban problems, international affairs, civil defense, child care, household management, sewing, public speaking, and money management.

Age

At ages 17-24, 20.1% of all such participants took AFE courses with increases in proportions of the age categories to 203,000 or 54.0% of all participants 65 or over; the greatest absolute number of participants at 1,353,000 in AFE occurred at the age group 25 to 34. The pattern was similar for 1969 with 1972 with percentage differences increasing significantly for ages 17-34 and 55-64. These data appear in Appendix Table 3-B-11.

Education

Thirty-four percent of all participants with a 0-8th grade education took AFE courses; this percentage generally declined with increasing education until at more than a college education the percentage was 19.9. A similar decline is present in the 1969 data. However, and importantly, the proportion of all participants with AFE courses at each educational level of attainment above 9th-11th grade increased significantly in 1972 over 1969.

Race

Of all white participants in 1972, 26.7% had an AFE course; this had significantly increased over the 23.0% in 1969. In contradistinction to this, the Black utilization rate (among all Black participants) went down from 15.7% in 1969 to 7.2% in 1972.

Sex

Women comprised 69.8 percent of AFE participants, while only 50.8 percent in the total participant population; also, of all women participants, 35.9% were taking AFE courses, but only 16.1% of the men did so. Nevertheless, the rate of utilization among all participants for AFE went up significantly in 1972.

Sex-Race-Age

Striking differences occur when proportion of involvement in AFE courses are examined for some of the sex-race-age categories. With three age categories, i.e., 17-24, 35-54, and 55 and over, the oldest category for White men had 26.1% of all participants 55 and over with AFE courses compared with no more than 15.8% for the younger age categories; the same pattern held more sharply for Black men.

White men made up 28.8% of all those with AFE courses (White men comprised 46.3% of all participants); the 28.8% represented 1,183,000 White men compared with 2,687,000 White women with AFE courses. White women comprised 65.3% of all AFE participants, although they were only 46.0% of all participants.

White women 55 years or over represented the greatest proportion of total participation in any sex-race-age category with

AFE courses at 49.0%; next, came White women aged 35-54 with 38.4% of their age total - with White women in these two age spans totaling 1,391,000, but outstripping in sheer numbers by only one hundred thousand the 1,295,000 White women aged 17-34 with AFE courses (the rate of utilization for them was 33.9%). Appendix Table 3-B-15 also suggests that the difference between 1969-1972 found the greater increase in utilization rate (percentage of AFE participants to total participants at that age) for White women 55 years and over than for either of the other age spans. Of all "professional/technical" participants, 17.5% took an AFE course; similarly, for clerical workers, 26.5%; and for "service workers," 24.0%.

Approximately 29% of those selecting one or more courses in AFE in 1972 took another course in a different education category (this compares with 16.9% for Job Related Education).

By the Reason: "For personal or family interests"

Within the AFE course area there were activities that could be further categorized by reason offered as "personal or family interests;" participants with one or more such courses in 1972 numbered 3,694,000 or 23.5% of all 15.7 million participants. Since 3,694,000 participants represented 89.8% of the total 4,112,000 participants in AFE, examination of the relevant tables in this Appendix will show few differences in pattern. Overall, the personal or family interests group is comprised of a greater number of younger people: 50.6% are less than 35 years, while only 13.3% are 55 or older. However, the rate of appeal or utilization (percentage of the total participants at the age span) goes up with increasing age, starting with 19.1% and going to 49.7%. Appendix Table 3-B-41 shows that for both 1969 and 1972.

The rate of utilization of women (percentage of all women participants) for personal or family interests is 32.8% or more than twice that of the 13.8% for men. The various factors are brought together in the sex-race-age breakdowns to show that the rate of utilization at 44.9% for White women over 54 exceeds appreciably all other such demographic categories.

Two point six million women took personal or family interests courses compared with 1,070,000 men. Census editors coded 2.9% out of 12,746,000 of the men's activities as personal or family interests, while 13.3% of the women's 12,825,000 courses were so coded (this index is similar but different from that of reason with one reinforcing the other).

Among the four regions of the country, i.e., Northeast, North Central, South, and West, the greatest proportion or number of those taking one or more courses in personal or family interests occurs in the West (31.1%); the West also had the greatest proportion compared with other regions at 17.8% of its participants taking personal or family interests courses.

By the Reason: "For community issues"

Two point seven percent of all participants had one or more courses in community issues, a subcategory of AFE. Even though the pattern was not distinct, participants with one or more courses for community activity tended to be older than others; more specifically, 8.1% of all participants with community activities courses fell into the 17-24 age grouping, though this age grouping comprised 21.8% of all participants (and 17.7% of those with personal or family interests). For the 418,000 participants with community activities courses, 52.0% had just a high school degree; this compared with 37.6% for all participants. Women comprised 58.2% and men, 41.8% of those with one or more courses in the community activities sphere.

EPD

Age

Although most of the participants with EPD courses were 34 years or less, the appeal or rate of utilization, i.e., the percentage of participants within an age category selecting EPD courses, was greatest for the oldest age group. The least appeal for EPD courses was found among those 17-24 years at 4.1%. The greatest appeal for EPD courses was 11.2% of participants for those 65 years or over.

The percentage of participants in EPD courses for each of the middle four age categories approximated a flat 7.0 percent. The same pattern was found for 1969 data.

Education

Proportions of participants with EPD courses at the two lowest educational attainment levels, i.e., 0-8th and 9th-11th grades, were 3.3 and 3.9, respectively, though for each of the higher levels it was no more than 8.6%.

Race

Of approximately one million participants with EPD courses, White participants at 984,000 or 96.6% of the total were over-represented when compared with their 92.3% among all participants.

Sex

Nine point one percent of all women participants and 3.8% of all men participants had one or more courses in EPD; consequently, women participants comprised 71.5% of all those taking EPD.

Of the 25,572,000 courses in 1972, Census editors categorized 8.6% as EPD - of the men's total courses the percentage was 4.9%, but 12.2% for women.

Sex-Race-Age

For White women in the three age categories, i.e., 17-34, 35-54, and 55 or more, the proportions taking one or more EPD courses of all such participants at the respective age spans approximated 9.5%; for White men in the same situation, the percentages went from 3.0 to 4.7 and finally, 7.3.

Residual

Sixteen percent of the 15,734,000 participants in 1972 gave as the reason for the course, "for general information." Participants who did so were classified in the Residual education category.

Age

Within each of the six age categories the percentage of participants with Residual courses (of all participants at the age levels) ranges through a generally narrow band from 14.3% (25-34) to 19.7% (65 and over) with the percentage for 17-24 of 18.3. For 1969, the band was even narrower, ranging only from 13.1% to 15.9%. However, there were some significant differences between the two years for the youngest age groups, i.e., 17-24 years. In 1969, this group comprised 20.1% of all those in the Residual category; in 1972, it was 24.9%. Similarly, of all participants aged 17-24 in 1969, 14.3% fell in the Residual category. But in 1972, this percentage rose to 18.3%. Perhaps these young participants liked to perceive their ABE or ASE courses as "for general information."

Education

Although percentages of participants for rate of utilization with Residual courses, i.e., what percentage of all participants at an educational level had Residual courses, differed little according to education levels of attainment (the range was 15.0% to 17.5%), over one-third of Residual participants were found in the educational grouping of "high school graduates." Of the total 2,513,000 participants with Residual courses, 35.3% were "high school graduates."

Race

Of all White participants in 1972, 16.2% took Residual courses (up from 14.3% in 1969); for the 1,011,000 Blacks, 12.5% did so.

Sex

The proportion of men in 1972 in Residual courses was 16.0%; for women, the percentage was almost an identical 15.9%.

Sex-Race-Age

Among the statistical comparisons in Appendix Table 3-B-25 only two are significant between year 1969 and 1972 that deal with rates of utilization. Of all participants in 1972 who were White men for the age span 17-24, 15.7% fell in the Residual category. This was up from 12.7% in 1969. On the other hand, of all White women aged 55 and over in 1972, 19.6% took a Residual course. This was up from a comparable percentage in 1969 of 13.6%.

APPENDIX 3-B

TABLES

Note: All Tables derived from Imogene E. Okes, *Participation in Adult Education, 1969: Final Report,* U.S. Department of Health, Education, and Welfare; Office of Education, National Center for Education Statistics, 75-165. Stock Number 1780-01374. Washington, D.C.: U.S. Government Printing Office, 1974, 139 pp. and Imogene E. Okes, *Participation in Adult Education, 1972,* U.S. Department of Health, Education, and Welfare; National Center for Education Statistics (in preparation).

TABLE 3-B-1

Participants by Education Category, ADULT BASIC EDUCATION-ADULT SECONDARY EDUCATION, by AGE, for 1969 and 1972[1]

(numbers in thousands)

	1969			1972		
	No. of Total Participants	Education Category		No. of Total Participants	Education Category	
		Number	% of Total Participants[2]		Number	% of Total Participants[2]
TOTAL	13,041[3]	594	4.6	15,734	607	3.9*
		% of total			% of total	
		100.0[4]			100.0	
AGE						
17-24	2,598	39.9	9.1	3,426	55.2*	9.8
25-34	4,359	29.6	4.0	5,218	23.7	2.8*
35-44	2,985	18.2	3.6	3,346	10.8*	2.0*
45-54	2,052	9.8	2.8	2,381	5.8	1.5*
55-64	773	2.4	1.8	987	4.0	2.4
65 and over	275	0.5	1.1	376	0.5	0.8

[1] Source: NCES data. Participants seeking Adult Basic Education Certificates or high school graduation.

[2] Derived by dividing number of education category participants (given here as percentage) by relevant total participants.

[3] Column totals may not precisely sum because of estimating procedures.

[4] Percentages may not add to 100.0 because of rounding.

*The comparable percentage for 1969 differs with statistical significance.

TABLE 3-B-2

Participants by Education Category.
ADULT BASIC EDUCATION-ADULT SECONDARY EDUCATION
by EDUCATION, for 1969 and 1972[1]
(numbers in thousands)

	1969			1972		
	No. of Total Participants	Education Category		No. of Total Participants	Education Category	
		Number	% of Total Participants[2]		Number	% of Total Participants[2]
TOTAL	13,041[3]	594	4.6	15,734	607	3.9*
		% of total[4]			% of total	
		100.0			100.0	
EDUCATION						
None-8th	654	20.0	18.2	612	9.1*	9.0*
9th-11th gr.	1,331	54.9	24.5	1,454	57.0	23.8
High School Graduate	5,067	23.1	2.7	5,916	28.8	3.0
Some College	2,576	0.5	0.1	3,373	1.7	0.3
College Graduate	1,983	0.8	0.3	2,582	2.5	0.6
Postgraduate	1,430	0.3	0.1	1,797	0.7	0.2

[1] Source: NCES data. Participants seeking Adult Basic Education Certificates or high school graduation.

[2] Derived by dividing number of education category participants (given here as percentage) by relevant total participants.

[3] Column totals may not precisely sum because of estimating procedures.

[4] Percentages may not add to 100.0 because of rounding.

*The comparable percentage for 1969 differs with statistical significance.

TABLE 3-B-3

Participants by Education Category,
ADULT BASIC EDUCATION-ADULT SECONDARY EDUCATION
by RACE, for 1969 and 1972[1]

(numbers in thousands)

	1969			1972		
	No. of Total Participants	Education Category		No. of Total Participants	Education Category	
		Number	% of Total Participants[2]		Number	% of Total Participants[2]
TOTAL	13,041[3]	594	4.6	15,734	607	3.9*
		% of total			% of total	
		100.0[4]			100.0	
RACE						
White	11,928	78.8	3.9	14,518	81.7	3.4
Black	982	19.9	12.0	1,011	16.2	9.7
Other	131	1.0	4.6	205	2.0	5.9

[1] Source: NCES data. Participants seeking Adult Basic Education Certificates or high school graduation.

[2] Derived by dividing number of education category participants (given here as percentage) by relevant total participants.

[3] Column totals may not precisely sum because of estimating procedures.

[4] Percentages may not add to 100.0 because of rounding.

*The comparable percentage for 1969 differs with statistical significance.

TABLE 3-B-4

Participants by Education Category, ADULT BASIC EDUCATION-ADULT SECONDARY EDUCATION by SEX, for 1969 and 1972[1]

(numbers in thousands)

	1969			1972		
	No. of Total Participants	Education Category		No. of Total Participants	Education Category	
		Number	% of Total Participants[2]		Number	% of Total Participants[2]
TOTAL	13,041[3]	594	4.6	15,734	607	3.9*
		% of total			% of total	
		100.0[4]			100.0	
SEX						
Male	6,800	43.1	3.8	7,738	37.7	3.0
Female	6,241	56.7	5.4	7,995	62.3	4.7

[1] Source: NCES data. Participants seeking Adult Basic Education Certificates or high school graduation.

[2] Derived by dividing number of education category participants (given here as percentage) by relevant total participants.

[3] Column totals may not precisely sum because of estimating procedures.

[4] Percentages may not add to 100.0 because of rounding.

*The comparable percentage for 1969 differs with statistical significance.

TABLE 3-B-5

Participants by Education Category, ADULT BASIC EDUCATION-ADULT SECONDARY EDUCATION by SEX-RACE for 1969 and 1972[1].

(numbers in thousands)

SEX-RACE	1969			1972		
	No. of Total Participants	Education Category		No. of Total Participants	Education Category	
		Number	% of Total Participants[2]		Number	% of Total Participants[2]
TOTAL MALE	6,800[3]	256	3.8	7,738	229	3.0
		% of total			% of total	
		100.0[4]			100.0	
RACE						
White	6,368	89.0	3.6	7,285	90.8	2.9
Black	376	10.9	7.5	353	7.9	5.1
Other	57	.0	0.0	101	1.3	3.0
TOTAL FEMALE	6,241[3]	337	5.4	7,995	378	4.7
		% of total			% of total	
		100.0[4]			100.0	
RACE						
White	5,561	71.5	4.3	7,233	76.2	4.0
Black	606	26.7	14.9	658	21.2	12.2
Other	75	1.8	8.0	104	2.4	8.7

[1] Source: NCES data. Participants seeking Adult Basic Education Certificates or high school graduation.

[2] Derived by dividing number of education category participants, (given here as percentage) by relevant total participants.

[3] Column totals may not precisely sum because of estimating procedures.

[4] Percentages may not add to 100.0 because of rounding.

TABLE 3-B-6

Participants by Education Category,
JOB RELATED-EDUCATION
by AGE, for 1969 and 1972[1]
(numbers in thousands)

	1969			1972		
	No. of Total Participants	Education Category		No. of Total Participants	Education Category	
		Number	% of Total Participants[2]		Number	% of Total Participants[2]
TOTAL	13,041[3]	7,321	56.1	15,734	8,493	54.0*
		% of total			% of total	
		100.0[4]			100.0	
AGE						
17-24	2,598	20.9	59.0	3,426	23.1*	57.2
25-34	4,359	36.0	60.5	5,218	35.1	57.2*
35-44	2,985	22.6	55.5	3,346	21.7	55.0
45-54	2,052	14.8	52.9	2,381	14.6	52.2
55-64	773	4.8	45.9	987	4.7	40.4
65 and over	275	0.7	18.9	376	0.8	17.8

[1] Source: NCES data. The job related education category includes the reasons: "To improve or advance in job" and "to get a new job."

[2] Derived by dividing number of education category participants (given here as percentage) by relevant total participants.

[3] Column totals may not precisely sum because of estimating procedures.

[4] Percentages may not add to 100.0 because of rounding.

*The comparable percentage for 1969 differs with statistical significance.

TABLE 3-B-7

Participants by Education Category, JOB RELATED-EDUCATION by EDUCATION, for 1969 and 1972[1]

(numbers in thousands)

	1969			1972		
	No. of Total Participants	Education Category		No. of Total Participants	Education Category	
		Number	% of Total Participants[2]		Number	% of Total Participants[2]
TOTAL	13,041[3]	7,321	56.1	15,734	8,493	54.0*
		% of total[4]			% of total	
		100.0			100.0	
EDUCATION						
None-8th	654	4.0	44.6	612	2.9*	39.9
9th-11th	1,331	9.0	49.6	1,454	7.8	45.8
High school graduate	5,067	39.5	57.1	5,916	36.8*	52.8*
Some college	2,576	18.9	53.8	3,373	20.7	53.8
College graduate	1,983	16.4	60.5	2,582	18.0	59.3
Postgraduate	1,430	12.2	62.4	1,797	13.7	64.9

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[1] Source: NCES data. The job related education category includes the reasons: "To improve or advance in job" and "to get a new job."

[2] Derived by dividing number of education category participants (given here as percentage) by relevant total participants.

[3] Column totals may not precisely sum because of estimating procedures.

[4] Percentages may not add to 100.0 because of rounding.

*The comparable percentage for 1969 differs with statistical significance.

TABLE 3-B-8

Participants by Education Category, JOB RELATED-EDUCATION by RACE, for 1969 and 1972[1]

(numbers in thousands)

	1969			1972		
	No. of Total Participants	Education Category		No. of Total Participants	Education Category	
		Number	% of Total Participants[2]		Number	% of Total Participants[2]
TOTAL	13,041[3]	7,321	56.1	15,734	8,493	54.0*
		% of total			% of total	
		100.0[4]			100.0	
RACE						
White	11,928	90.4	55.5	14,518	91.0	53.3*
Black	982	8.7	65.2	1,011	7.8	65.3
Other	131	0.9	49.6	205	1.2	49.3

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[1] Source: NCES data. The job related education category includes the reasons: "To improve or advance in job" and "to get a new job."

[2] Derived by dividing number of education category participants (given here as percentage) by relevant total participants.

[3] Column totals may not precisely sum because of estimating procedures.

[4] Percentages may not add to 100.0 because of rounding.

*The comparable percentage for 1969 differs with statistical significance.

TABLE 3-8-9

Participants by Education Category, JOB RELATED-EDUCATION by SEX, for 1969 and 1972[1]

(numbers in thousands)

	1969			1972		
	No. of Total Participants	Education Category		No. of Total Participants	Education Category	
		Number	% of Total Participants[2]		Number	% of Total Participants[2]
TOTAL	13,041[3]	7,321	56.1	15,734	8,493	54.0*
		% of total			% of total	
		100.0[4]			100.0	
SEX						
Male	6,800	64.1	69.0	7,738	59.2*	65.0*
Female	6,241	35.9	42.1	7,995	40.8*	43.3

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[1] Source: NCES data. The job related education category includes the reasons: "To improve or advance in job" and "to get a new job."

[2] Derived by dividing number of education category participants (given here as percentage) by relevant total participants.

[3] Column totals may not precisely sum because of estimating procedures.

[4] Percentages may not add to 100.0 because of rounding.

*The comparable percentage for 1969 differs with statistical significance.

TABLE 3-B-10

Participants by Education Category,
JOB RELATED-EDUCATION
by SEX, RACE, AGE, for 1969 and 1972[1]
(numbers in thousands)

	1969			1972		
	No. of Total Participants	Education Category		No. of Total Participants	Education Category	
		Number	% of Total Participants[2]		Number	% of Total Participants[2]
TOTAL-MALE WHITE	6,368	4,416	69.3	7,285	4,714	64.7*
		% of total			% of total	
		100.0[4]			100.0	
AGE						
17-24	3,559	59.3	73.6	4,096	58.5	67.3*
35-54	2,414	36.1	66.2	2,698	36.7	64.2
55 and over	395	4.5	50.1	491	4.8	45.8

[1] Source: NCES data. The job related education category includes the reasons: "To improve or advance in job" and "to get a new job."

[2] Derived by dividing number of education category participants (given here as percentage) by relevant total participants.

[3] Column totals may not precisely sum because of estimating procedures.

[4] Percentages may not add to 100.0 because of rounding.

*The comparable percentage for 1969 differs with statistical significance.

TABLE 3-B-10 (continued)

Participants by Education Category,
JOB RELATED-EDUCATION
by SEX, RACE, AGE, for 1969 and 1972[1]
(numbers in thousands)

	1969			1972		
	No. of Total Participants	Education Category		No. of Total Participants	Education Category	
		Number	% of Total Participants[2]		Number	% of Total Participants[2]
TOTAL-MALE BLACK	376	240	63.8	353	253	71.7
		% of total			% of total	
		100.0[4]			100.0	
AGE						
17-24	220	58.3	63.6	219	68.0	78.5*
35-54	140	38.8	66.4	106	26.5	63.2
55 and over	16	2.9	43.8	27	5.5	51.9

---

[1] Source: NCES data. The job related education category includes the reasons: "To improve or advance in job" and "to get a new job."

[2] Derived by dividing number of education category participants (given here as percentage) by relevant total participants.

[3] Column totals may not precisely sum because of estimating procedures.

[4] Percentages may not add to 100.0 because of rounding.

*The comparable percentage for 1969 differs with statistical significance.

TABLE 3-B-10 (continued)

Participants by Education Category,
JOB RELATED-EDUCATION
by SEX, RACE, AGE, for 1969 and 1972[1]

(numbers in thousands)

	1969			1972		
	No. of Total Participants	Education Category		No. of Total Participants	Education Category	
		Number	% of Total Participants[2]		Number	% of Total Participants[2]
TOTAL-FEMALE WHITE	5,561	2,199 % of total 100.0[4]	39.5	7,233	3,018 % of total 100.0	41.7
AGE						
17-24	2,768	50.7	40.2	3,824	56.2*	44.4*
35-54	2,190	40.7	40.9	2,640	37.0	42.3
55 and over	602	8.7	31.7	769	6.8	26.8

---

[1] Source: NCES data. The job related education category includes the reasons: "To improve or advance in job" and "to get a new job."

[2] Derived by dividing number of education category participants (given here as percentage) by relevant total participants.

[3] Column totals may not precisely sum because of estimating procedures.

[4] Percentages may not add to 100.0 because of rounding.

*The comparable percentage for 1969 differs with statistical significance.

TABLE 3-B-10 (continued)

Participants by Education Category, JOB RELATED-EDUCATION by SEX, RACE, AGE, for 1969 and 1972[1]

(numbers in thousands)

	1969			1972		
	No. of Total Participants	Education Category		No. of Total Participants	Education Category	
		Number	% of Total Participants[2]		Number	% of Total Participants[2]
TOTAL-FEMALE BLACK	606	400	66.0	658	407	61.9
		% of total			% of total	
		100.0			100.0	
AGE						
17-24	335	64.3	76.7	409	66.3	66.0
35-54	240	32.8	54.6	189	28.7	61.9
55 and over	31	3.0	38.7	60	4.9	33.3

---

[1] Source: NCES data. The job related education category includes the reasons: "To improve or advance in job" and "to get a new job."

[2] Derived by dividing number of education category participants (given here as percentage) by relevant total participants.

[3] Column totals may not precisely sum because of estimating procedures.

[4] Percentages may not add to 100.0 because of rounding.

*The comparable percentage for 1969 differs with statistical significance.

TABLE 3-B-11

Participants by Education Category,
ADULT FUNCTIONAL EDUCATION,
by AGE, for 1969 and 1972[1]
(numbers in thousands)

	1969			1972		
	No. of Total Participants	Education Category		No. of Total Participants	Education Category	
		Number	% of Total Participants[2]		Number	% of Total Participants[2]
TOTAL	13,041[3]	2,930	22.5	15,734	4,112	26.1*
		% of total			% of total	
		100.0[4]			100.0	
AGE						
17-24	2,598	14.6	16.5	3,426	16.7	20.1*
25-34	4,359	30.8	20.7	5,218	32.9	25.9*
35-44	2,985	24.5	24.0	3,346	21.2*	26.1
45-54	2,052	18.2	25.9	2,381	15.9	27.4
55-64	773	7.4	27.9	987	8.3	34.8*
65 and over	275	4.6	49.1	376	4.9	54.0

---

[1] Source: NCES data. Adult Functional Education Category includes the reasons: "For community activity" and "For personal or family interests."

[2] Derived by dividing number of education category participants (given here as percentage) by relevant total participants.

[3] Column totals may not precisely sum because of estimating procedures.

[4] Percentages may not add to 100.0 because of rounding.

*The comparable percentage for 1969 differs with statistical significance.

TABLE 3-B-12

Participants by Education Category, ADULT FUNCTIONAL EDUCATION,[1] by EDUCATION, for 1969 and 1972

(numbers in thousands)

	1969			1972		
	No. of Total Participants	Education Category		No. of Total Participants	Education Category	
		Number	% of Total Participants[2]		Number	% of Total Participants[2]
TOTAL	13,041[3]	2,930	22.5	15,734	4,112	26.1*
		% of total			% of total	
		100.0[4]			100.0	
EDUCATION						
None-8th	654	6.2	27.8	612	5.1	34.0
9th-11th	1,331	12.9	28.3	1,454	9.6*	27.2
High School Graduate	5,067	41.5	24.0	5,916	38.6	26.8*
Some College	2,576	19.8	22.5	3,373	23.8*	29.9*
College Graduate	1,983	11.9	17.7	2,582	14.1	22.5*
Postgraduate	1,430	7.7	15.9	1,797	8.7	19.9*

---

[1] Source: NCES data. Adult Functional Education Category includes the reasons: "For community activity" and "For personal or family interests."

[2] Derived by dividing number of education category participants (given here as percentage) by relevant total participants.

[3] Column totals may not precisely sum because of estimating procedures.

[4] Percentages may not add to 100.0 because of rounding.

*The comparable percentage for 1969 differs with statistical significance.

TABLE 3-B-13

Participants by Education Category, ADULT FUNCTIONAL EDUCATION, by RACE, for 1969 and 1972[1]

(numbers in thousands)

	1969			1972		
	[illegible]. of Total [illegible]articipants	Education Category		No. of Total Participants	Education Category	
		Number	% of Total Participants[2]		Number	% of Total Participants[2]
TOTAL	[illegible],041[3]	2,930	22.5	15,734	4,112	26.1*
		% of total			% of total	
		100.0[4]			100.0	
RACE						
White	11,928	93.4	23.0	14,518	94.1	26.7*
Black	982	5.3	15.7	1,011	4.2	7.2*
Other	131	1.3	29.0	205	1.7	33.7

---

[1] Source: NCES data. Adult Functional Education Category includes the reasons: "For community activity" and "For personal or family interests."

[2] Derived by dividing number of education category participants (given here as percentage) by relevant total participants.

[3] Column totals may not precisely sum because of estimating procedures.

[4] Percentages may not add to 100.0 because of rounding.

*The comparable percentage for 1969 differs with statistical significance.

TABLE 3-8-14

Participants by Education Category,
ADULT FUNCTIONAL EDUCATION,
By SEX, for 1969 and 1972[1]

(numbers in thousands)

	1969			1972		
	No. of Total Participants	Education Category		No. of Total Participants	Education Category	
		Number	% of Total Participants[2]		Number	% of Total Participants[2]
TOTAL	13,041[3]	2,930	22.5	15,734	4,112	26.1*
		% of total			% of total	
		100.0[4]			100.0	
SEX						
Male	6,800	28.6	12.3	7,738	30.3	16.1*
Female	6,241	71.4	33.5	7,995	69.7	35.9*

---

[1] Source: NCES data. Adult Functional Education Category includes the reasons: "For community activity" and "For personal or family interests."

[2] Derived by dividing number of education category participants (given here as percentage) by relevant total participants.

[3] Column totals may not precisely sum because of estimating procedures.

[4] Percentages may not add to 100.0 because of rounding.

*The comparable percentage for 1969 differs with statistical significance.

TABLE 3-B-15

Participants by Education Category, ADULT FUNCTIONAL EDUCATION, by SEX, RACE, AGE, for 1969 and 1972[1]

(numbers in thousands)

	1969			1972		
	No. of Total Participants	Education Category		No. of Total Participants	Education Category	
		Number	% of Total Participants[2]		Number	% of Total Participants[2]
TOTAL-MALE WHITE	6,368[3]	794 % of total 100.0[4]	12.5	7,285	1,183 % of total 100.0	16.2*
AGE						
17-24	3,559	43.8	9.8	4,096	53.3*	15.4*
35-54	2,414	45.5	15.0	2,698	36.0*	15.8
55 and over	395	10.8	21.8	491	10.8	26.1

[1] Source: NCES data. Adult Functional Education Category includes the reasons: "For community activity" and "For personal or family interests."

[2] Derived by dividing number of education category participants (given here as percentage) by relevant total participants.

[3] Column totals may not precisely sum because of estimating procedures.

[4] Percentages may not add to 100.0 because of rounding.

*The comparable percentage for 1969 differs with statistical significance.

TABLE 3-B-15 (continued)

Participants by Education Category,
ADULT FUNCTIONAL EDUCATION,
by SEX, RACE, AGE, for 1969 and 1972[1]
(numbers in thousands)

	1969			1972		
	No. of Total Participants	Education Category		No. of Total Participants	Education Category	
		Number	% of Total Participants[2]		Number	% of Total Participants[2]
TOTAL-MALE BLACK	376[3]	34	9.0	353	48	13.6
		% of total[4]			% of total	
		100.0			100.0	
AGE						
17-24	220	70.6	10.9	219	52.1	11.4
35-54	140	26.5	6.4	106	27.1	12.3
55 and over	16	2.9	6.3	27	18.8	33.3

---

[1] Source: NCES data. Adult Functional Education Category includes the reasons: "For community activity" and "For personal or family interests."

[2] Derived by dividing number of education category participants (given here as percentage) by relevant total participants.

[3] Column totals may not precisely sum because of estimating procedures.

[4] Percentages may not add to 100.0 because of rounding.

TABLE 3-B-15 (continued)

Participants by Education Category, ADULT FUNCTIONAL EDUCATION, by SEX, RACE, AGE, for 1969 and 1972[1]

(numbers in thousands)

	1969			1972		
	No. of Total Participants	Education Category		No. of Total Participants	Education Category	
		Number	% of Total Participants[2]		Number	% of Total Participants[2]
TOTAL-FEMALE WHITE	5,561[3]	1,945	35.0	7,233	2,687	37.1
		% of total			% of total	
		100.0[4]			100.0	
AGE						
17-24	2,768	45.9	32.3	3,824	48.2	33.9
35-54	2,190	41.3	36.7	2,640	37.7	38.4
55 and over	602	12.8	41.4	769	14.0	49.0

---

[1] Source: NCES data. Adult Functional Education Category includes the reasons: "For community activity" and "For personal or family interests."

[2] Derived by dividing number of education category participants (given here as percentage) by relevant total participants.

[3] Column totals may not precisely sum because of estimating procedures.

[4] Percentages may not add to 100.0 because of rounding.

TABLE 3-8-15 (continued)

Participants by Education Category, ADULT FUNCTIONAL EDUCATION, by SEX, RACE, AGE, for 1969 and 1972[1]

(numbers in thousands)

	1969			1972		
	No. of Total Participants	Education Category		No. of Total Participants	Education Category	
		Number	% of Total Participants[2]		Number	% of Total Participants[2]
TOTAL-FEMALE BLACK	606[3]	120	19.8	658	125	19.0
		% of total			% of total	
		100.0[4]			100.0	
AGE						
17-24	335	40.0	14.3	409	50.4	15.4
35-54	240	50.0	25.0	189	33.6	22.2
55 and over	31	10.0	38.7	60	16.0	33.3

---

[1] Source: NCES data. Adult Functional Education Category includes the reasons: "For community activity" and "For personal or family interests."

[2] Derived by dividing number of education category participants (given here as percentage) by relevant total participants.

[3] Column totals may not precisely sum because of estimating procedures.

[4] Percentages may not add to 100.0 because of rounding.

TABLE 3-B-16

Participants by Education Category,
EDUCATION for PERSONAL DEVELOPMENT
by AGE, for 1969 and 1972[1]

(numbers in thousands)

	1969			1972		
	No. of Total Participants	Education Category		No. of Total Participants	Education Category	
		Number	% of Total Participants[2]		Number	% of Total Participants[2]
TOTAL	13,041[3]	870	6.7	15,734	1,019	6.5
		% of total			% of total	
		100.0[4]			100.0	
AGE						
17-24	2,598	13.2	4.4	3,426	13.7	4.1
25-34	4,359	32.0	6.4	5,218	36.8	7.2
35-44	2,985	23.7	6.9	3,346	20.9	6.4
45-54	2,052	16.6	7.1	2,381	17.3	7.4
55-64	773	9.8	11.0	987	7.1	7.4
65 and over	275	4.6	14.5	376	4.1	11.2

---

[1] Source: NCES data. Education for Personal Development is the same as "For Social or Recreational Reasons".

[2] Derived by dividing number of education category participants (given here as percentage) by relevant total participants.

[3] Column totals may not precisely sum because of estimating procedures.

[4] Percentages may not add to 100.0 because of rounding.

TABLE 3-8-17

Participants by Education Category,
EDUCATION for PERSONAL DEVELOPMENT
by EDUCATION, for 1969 and 1972[1]

(numbers in thousands)

	1969			1972		
	No. of Total Participants	Education Category		No. of Total Participants	Education Category	
		Number	% of Total Participants[2]		Number	% of Total Participants[2]
TOTAL	13,041[3]	870	6.7	15,734	1,019	6.5
		% of total[4]			% of total	
		100.0			100.0	
EDUCATION						
None-8th	654	2.2	2.9	612	2.0	3.3
9th-11th	1,331	8.3	5.4	1,454	5.6	3.9
High School Graduate	5,067	40.5	6.9	5,916	38.0	6.5
Some College	2,576	20.4	6.9	3,373	21.9	6.8
College Graduate	1,983	18.1	7.9	2,582	21.8	8.6
Postgraduate	1,430	10.5	6.4	1,797	10.7	6.1

---

[1] Source: NCES data. Education for Personal Development is the same as "For Social or Recreational Reasons".

[2] Derived by dividing number of education category participants (given here as percentage) by relevant total participants.

[3] Column totals may not precisely sum because of estimating procedures.

[4] Percentages may not add to 100.0 because of rounding.

TABLE 3-B-18

Participants by Education Category, EDUCATION for PERSONAL DEVELOPMENT by RACE, for 1969 and 1972[1]

(numbers in thousands)

	1969			1972		
	No. of Total Participants	Education Category		No. of Total Participants	Education Category	
		Number	% of Total Participants[2]		Number	% of Total Participants[2]
TOTAL	13,041[3]	870	6.7	15,734	1,019	6.5
		% of total			% of total	
		100.0[4]			100.0	
RACE						
White	11,928	96.9	7.1	14,518	96.6	6.8
Black	982	2.0	1.7	1,011	2.6	2.7
Other	131	1.1	7.6	205	0.7	3.4

[1] Source: NCES data. Education for Personal Development is the same as "For Social or Recreational Reasons".

[2] Derived by dividing number of education category participants (given here as percentage) by relevant total participants.

[3] Column totals may not precisely sum because of estimating procedures.

[4] Percentages may not add to 100.0 because of rounding.

TABLE 3-B-19

Participants by Education Category, EDUCATION for PERSONAL DEVELOPMENT by SEX, for 1969 and 1972[1]

(numbers in thousands)

	1969			1972		
	No. of Total Participants	Education Category		No. of Total Participants	Education Category	
		Number	% of Total Participants[2]		Number	% of Total Participants[2]
TOTAL	13,041[3]	870	6.7	15,734	1,019	6.5
		% of total[4]			% of total	
		100.0			100.0	
SEX						
Male	6,800	28.5	4.3	7,738	28.5	3.7
Female	6,241	71.5	9.3	7,995	71.5	9.1

---

[1] Source: NCES data. Education for Personal Development is the same as "For Social or Recreational Reasons".

[2] Derived by dividing number of education category participants (given here as percentage) by relevant total participants.

[3] Column totals may not precisely sum because of estimating procedures.

[4] Percentages may not add to 100.0 because of rounding.

TABLE 3-B-20

Participants by Education Category, EDUCATION for PERSONAL DEVELOPMENT by SEX, RACE, AGE, for 1969 and 1972[1]

(numbers in thousands)

	1969			1972		
	No. of Total Participants	Education Category		No. of Total Participants	Education Category	
		Number	% of Total Participants[2]		Number	% of Total Participants[2]
TOTAL-MALE WHITE	6,368[3]	279	4.4	7,285	286	3.9
		% of total			% of total	
		100.0[4]			100.0	
AGE						
17-24	3,559	41.1	3.2	4,096	42.9	3.0
35-54	2,414	43.9	5.1	2,698	44.5	4.7
55 and over	395	15.0	10.6	491	12.6	7.3

---

[1] Source: NCES data. Education for Personal Development is the same as "For Social or Recreational Reasons".

[2] Derived by dividing number of education category participants (given here as percentage) by relevant total participants.

[3] Column totals may not precisely sum because of estimating procedures.

[4] Percentages may not add to 100.0 because of rounding.

TABLE 3-B-20 (continued)

Participants by Education Category,
EDUCATION for PERSONAL DEVELOPMENT
by SEX, RACE, AGE, for 1969 and 1972[1]
(numbers in thousands)

	1969			1972		
	No. of Total Participants	Education Category		No. of Total Participants	Education Category	
		Number	% of Total Participants[2]		Number	% of Total Participants[2]
TOTAL-MALE BLACK	376[3]	12	3.2	353	3	0.8
		% of total			% of total	
		100.0[4]			100.0[5]	
AGE						
17-24	220	74.2	4.1	219	0.0	0.0
35-54	140	25.8	2.1	106	55.5	1.9
55 and over	16	0.0	0.0	27	44.5	3.7

---

[1] Source: NCES data. Education for Personal Development is the same as "For Social or Recreational Reasons".

[2] Derived by dividing number of education category participants (given here as percentage) by relevant total participants.

[3] Column totals may not precisely sum because of estimating procedures.

[4] Percentages may not add to 100.0 because of rounding.

[5] Because of estimating procedures for small numbers the percentage distributions can be noticeably different from expectations. This footnote will not be repeated for other tables.

TABLE 3-B-20 (continued)

Participants by Education Category,
EDUCATION for PERSONAL DEVELOPMENT
by SEX, RACE, AGE, for 1969 and 1972[1]

(numbers in thousands)

	1969			1972		
	No. of Total Participants	Education Category		No. of Total Participants	Education Category	
		Number	% of Total Participants[2]		Number	% of Total Participants[2]
TOTAL-FEMALE WHITE	5,561[3]	564	10.1	7,233	698	9.7
		% of total[4]			% of total	
		100.0			100.0	
AGE						
17-24	2,768	46.6	9.5	3,824	53.9	9.8
35-54	2,190	39.1	10.1	2,640	35.6	9.4
55 and over	602	14.3	13.5	769	10.5	9.4

---

[1] Source: NCES data. Education for Personal Development is the same as "For Social or Recreational Reasons".

[2] Derived by dividing number of education category participants (given here as percentage) by relevant total participants.

[3] Column totals may not precisely sum because of estimating procedures.

[4] Percentages may not add to 100.0 because of rounding.

TABLE 3-B-20 (continued)

Participants by Education Category,
EDUCATION for PERSONAL DEVELOPMENT
by SEX, RACE, AGE, for 1969 and 1972:[1]

(numbers in thousands)

	1969			1972		
	No. of Total Participants	Education Category		No. of Total Participants	Education Category	
		Number	% of Total Participants[2]		Number	% of Total Participants[2]
TOTAL-FEMALE BLACK	606[3]	5	0.8	658	24*	3.6*
		% of total			% of total	
		100.0[4]			100.0	
AGE						
17-24	335	24.6	0.3	409	46.8	2.7
35-54	240	28.0	0.4	189	39.2	4.8
55 and over	31	47.4	9.7	60	14.0	5.0

[1] Source: NCES data. Education for Personal Development is the same as "For Social or Recreational Reasons".

[2] Derived by dividing number of education category participants (given here as percentage) by relevant total participants.

[3] Column totals may not precisely sum because of estimating procedures.

[4] Percentages may not add to 100.0 because of rounding.

*The comparable percentage for 1969 differs with statistical significance.

TABLE 3-B-21

Participants by Education Category, RESIDUAL by AGE, for 1969 and 1972[1] (numbers in thousands)

	1969			1972		
	No. of Total Participants	Education Category		No. of Total Participants	Education Category	
		Number	% of Total Participants[2]		Number	% of Total Participants[2]
TOTAL	13,041[3]	1,856	14.2	15,734	2,513	16.0*
		% of total			% of total	
		100.0[4]			100.0	
AGE						
17-24	2,598	20.1	14.3	3,426	24.9*	18.3*
25-34	4,359	30.9	13.1	5,218	29.6	14.3
35-44	2,985	23.1	14.3	3,346	19.9	15.0
45-54	2,052	17.6	15.9	2,381	14.9	15.7
55-64	773	6.2	14.9	987	7.7	19.6
65 and over	275	2.2	14.9	376	2.9	19.7

---

[1] Source: NCES data. The Residual is the same as the reason, "For General Information".

[2] Derived by dividing number of education category participants (given here as percentage) by relevant total participants.

[3] Column totals may not precisely sum because of estimating procedures.

[4] Percentages may not add to 100.0 because of rounding.

*The comparable percentage for 1969 differs with statistical significance.

TABLE 3-8-22

Participants by Education Category, RESIDUAL

By EDUCATION, for 1969 and 1972[1]

(numbers in thousands)

	1969			1972		
	No. of Total Participants	Education Category		No. of Total Participants	Education Category	
		Number	% of Total Participants[2]		Number	% of Total Participants[2]
TOTAL	13,041[3]	1,856	14.2	15,734	2,513	16.0*
		% of total			% of total	
		100.0[4]			100.0	
EDUCATION						
None-8th	654	7.1	20.2	612	3.8*	15.4
9th-11th	1,331	8.7	12.2	1,454	9.2	15.8
High School Graduate	5,067	36.0	13.2	5,916	35.3	15.0
Some College	2,576	22.6	16.3	3,373	22.8	17.5
College Graduate	1,983	14.6	13.7	2,582	17.4	16.9*
Postgraduate	1,430	11.0	14.3	1,797	11.5	16.1

[1] Source: NCES data. The Residual is the same as the reason, "For General Information".

[2] Derived by dividing number of education category participants (given here as percentage) by relevant total participants.

[3] Column totals may not precisely sum because of estimating procedures.

[4] Percentages may not add to 100.0 because of rounding.

*The comparable percentage for 1969 differs with statistical significance.

TABLE 3-B-23

Participants by Education Category, RESIDUAL by RACE, for 1969 and 1972[1]

(numbers in thousands)

	1969			1972		
	No. of Total Participants	Education Category		No. of Total Participants	Education Category	
		Number	% of Total Participants[2]		Number	% of Total Participants[2]
TOTAL	13,041[3]	1,856	14.2	15,734	2,513	16.0*
		% of total			% of total	
		100.0[4]			100.0	
RACE						
White	11,928	91.8	14.3	14,518	93.8	16.2*
Black	982	7.4	14.1	1,011	5.0*	12.5
Other	131	0.8	10.7	205	1.2	14.6

[1] Source: NCES data. The Residual is the same as the reason, "For General Information".

[2] Derived by dividing number of education category participants (given here as percentage) by relevant total participants.

[3] Column totals may not precisely sum because of estimating procedures.

[4] Percentages may not add to 100.0 because of rounding.

*The comparable percentage for 1969 differs with statistical significance.

TABLE 3-B-24

Participants by Education Category,
RESIDUAL
by SEX, for 1969 and 1972[1]

(numbers in thousands)

	1969			1972		
	No. of Total Participants	Education Category		No. of Total Participants	Education Category	
		Number	% of Total Participants[2]		Number	% of Total Participants[2]
TOTAL	13,041[3]	1,856	14.2	15,734	2,513	16.0*
		% of total			% of total	
		100.0[4]			100.0	
SEX						
Male	6,800	50.5	13.8	7,738	49.3	16.0*
Female	6,241	49.5	14.7	7,995	50.7	15.9

---

[1] Source: NCES data. The Residual is the same as the reason, "For General Information".

[2] Derived by dividing number of education category participants (given here as percentage) by relevant total participants.

[3] Column totals may not precisely sum because of estimating procedures.

[4] Percentages may not add to 100.0 because of rounding.

*The comparable percentage for 1969 differs with statistical significance.

TABLE 3-B-25

Participants by Education Category,
RESIDUAL
by SEX, RACE, AGE, for 1969 and 1972[1]
(numbers in thousands)

	1969			1972		
	No. of Total Participants	Education Category		No. of Total Participants	Education Category	
		Number	% of Total Participants[2]		Number	% of Total Participants[2]
TOTAL-MALE WHITE	6,368[3]	861	13.5	7,285	1,174	16.1*
		% of total			% of total	
		100.0[4]			100.0	
AGE						
17-24	3,559	51.6	12.5	4,096	54.6	15.7*
35-54	2,414	41.1	14.7	2,698	37.0	16.1
55 and over	395	7.3	15.9	491	8.3	19.8

[1] Source: NCES data. The Residual is the same as the reason, "For General Information".

[2] Derived by dividing number of education category participants (given here as percentage) by relevant total participants.

[3] Column totals may not precisely sum because of estimating procedures.

[4] Percentages may not add to 100.0 because of rounding.

*The comparable percentage for 1969 differs with statistical significance.

TABLE 3-B-25 (Continued)

Participants by Education Category,
RESIDUAL
by SEX, RACE, AGE, for 1969 and 1972[1]
(numbers in thousands)

	1969			1972		
	No. of Total Participants	Education Category		No. of Total Participants	Education Category	
		Number	% of Total Participants[2]		Number	% of Total Participants[2]
TOTAL-MALE BLACK	376[3]	68	18.1	353	43*	12.2
		% of total			% of total	
		100.0[4]			100.0	
AGE						
17-24	220	53.7	16.4	219	54.9	11.0
35-54	140	40.5	19.3	106	38.4	16.0
55 and over	16	5.8	25.0	27	6.7	11.1

---

[1] Source: NCES data. The Residual is the same as the reason, "For General Information".

[2] Derived by dividing number of education category participants (given here as percentage) by relevant total participants.

[3] Column totals may not precisely sum because of estimating procedures.

[4] Percentages may not add to 100.0 because of rounding.

*The comparable percentage for 1969 differs with statistical significance.

TABLE 3-8-25 (Continued)

Participants by Education Category, RESIDUAL by SEX, RACE, AGE, for 1969 and 1972[1]

(numbers in thousands)

	1969			1972		
	No. of Total Participants	Education Category		No. of Total Participants	Education Category	
		Number	% of Total Participants[2]		Number	% of Total Participants[2]
TOTAL-FEMALE WHITE	5,561[3]	842 % of total 100.0[4]	15.1	7,233	1,184 % of total 100.0	16.4
AGE						
17-24	2,768	50.9	15.5	3,824	54.3	16.8
35-54	2,190	39.3	15.1	2,640	32.9*	14.8
55 and over	602	9.8	13.6	769	12.7	19.6*

---

[1] Source: NCES data. The Residual is the same as the reason, "For General Information".

[2] Derived by dividing number of education category participants (given here as percentage) by relevant total participants.

[3] Column totals may not precisely sum because of estimating procedures.

[4] Percentages may not add to 100.0 because of rounding.

*The comparable percentage for 1969 differs with statistical significance.

TABLE 3-B-25 (continued)

Participants by Education Category,
RESIDUAL
by SEX, RACE, AGE, for 1969 and 1972[1]
(numbers in thousands)

	1969			1972		
	No. of Total Participants	Education Category		No. of Total Participants	Education Category	
		Number	% of Total Participants[2]		Number	% of Total Participants[2]
TOTAL-FEMALE BLACK	606[3]	70	11.6	658	83	12.6
		% of total 100.0[4]			% of total 100.0	
AGE						
17-24	335	36.6	7.8	409	58.3	11.7
35-54	240	53.8	15.8	189	22.0*	9.5
55 and over	31	9.6	22.6	60	19.7	26.7

---

[1] Source: NCES data. The Residual is the same as the reason, "For General Information".

[2] Derived by dividing number of education category participants (given here as percentage) by relevant total participants.

[3] Column totals may not precisely sum because of estimating procedures.

[4] Percentages may not add to 100.0 because of rounding.

*The comparable percentage for 1969 differs with statistical significance.

TABLE 3-8-26

Participants by Reason,
"TO IMPROVE or ADVANCE in JOB"
by AGE, for 1969 and 1972[1]

(numbers in thousands)

	1969			1972		
	No. of Total Participants	Education Category		No. of Total Participants	Education Category	
		Number	% of Total Participants[2]		Number	% of Total Participants[2]
TOTAL	13,041[3]	5,898	45.2	15,734	6,714	42.7*
		% of total			% of total	
		100.0[4]			100.0	
AGE						
17-24	2,598	17.1	38.9	3,426	18.4	36.0
25-34	4,359	37.0	50.0	5,218	36.6	47.1
35-44	2,985	23.8	47.0	3,346	23.1	46.3
45-54	2,052	16.0	46.0	2,381	16.0	45.0
55-64	773	5.4	41.0	987	5.1	35.0
65 and over	275	0.8	16.0	376	0.9	15.4

[1] Source: NCES data. The reason, "To Improve or Advance in Job" is included in the Job Related Education Category.

[2] Derived by dividing number of education category participants, (given here as percentage) by relevant total participants.

[3] Column totals may not precisely sum because of estimating procedures.

[4] Percentages may not add to 100.0 because of rounding.

*The comparable percentage for 1969 differs with statistical significance.

TABLE 3-B-27

Participants by Reason, "TO IMPROVE or ADVANCE In JOB" by EDUCATION for 1969 and 1972[1]

(numbers in thousands)

	1969			1972		
	No. of Total Participants	Education Category		No. of Total Participants	Education Category	
		Number	% of Total Participants[2]		Number	% of Total Participants[2]
TOTAL	13,041[3]	5,898	45.2	15,734	6,714	42.7*
		% of total			% of total	
		100.0[4]			100.0	
EDUCATION						
None-8th	654	3.9	35.0	612	2.6*	28.3
9th-11th	1,331	8.1	35.8	1,454	5.9*	27.2*
High School Graduate	5,067	37.0	43.1	5,916	34.6*	39.3*
Some College	2,576	19.0	43.5	3,373	20.5	40.9
College	1,983	18.0	53.7	2,582	20.0	52.0
Postgraduate	1,430	14.0	57.6	1,797	16.4*	61.1

---

[1] Source: NCES data. The reason, "To Improve or Advance in Job" is included in the Job Related Education Category.

[2] Derived by dividing number of education category participants, (given here as percentage) by relevant total participants.

[3] Column totals may not precisely sum because of estimating procedures.

[4] Percentages may not add to 100.0 because of rounding.

*The comparable percentage for 1969 differs with statistical significance.

TABLE 3-B-28

Participants by Reason, "TO IMPROVE or ADVANCE in JOB" by RACE, for 1969 and 1972[1]

(numbers in thousands)

	1969			1972		
	No. of Total Participants	Education Category		No. of Total Participants	Education Category	
		Number	% of Total Participants[2]		Number	% of Total Participants[2]
TOTAL	13,041[3]	5,898	45.2	15,734	6,714	42.7*
		% of total			% of total	
		100.0[4]			100.0	
RACE						
White	11,928	92.0	45.5	14,518	91.9	42.5
Black	982	7.2	43.4	1,011	6.8	45.3
Other	131	0.8	35.9	205	1.3	42.9

---

[1] Source: NCES data. The reason, "To Improve or Advance in Job" is included in the Job Related Education Category.

[2] Derived by dividing number of education category participants, (given here as percentage) by relevant total participants.

[3] Column totals may not precisely sum because of estimating procedures.

[4] Percentages may not add to 100.0 because of rounding.

*The comparable percentage for 1969 differs with statistical significance.

TABLE 3-B-29

Participants by Reason, "TO IMPROVE or ADVANCE in JOB" by SEX, for 1969 and 1972[1]

(numbers in thousands)

	1969			1972		
	No. of Total Participants	Education Category		No. of Total Participants	Education Category	
		Number	% of Total Participants[2]		Number	% of Total Participants[2]
TOTAL	13,041[3]	5,898	45.2	15,734	6,714	42.7*
		% of total			% of total	
		100.0[4]			100.0	
SEX						
Male	6,800	68.5	59.4	7,738	62.3*	54.0*
Female	6,241	31.5	29.8	7,995	37.7*	31.7

---

[1] Source: NCES data. The reason, "To Improve or Advance in Job" is included in the Job Related Education Category.

[2] Derived by dividing number of education category participants, (given here as percentage) by relevant total participants.

[3] Column totals may not precisely sum because of estimating procedures.

[4] Percentages may not add to 100.0 because of rounding.

*The comparable percentage for 1969 differs with statistical significance.

TABLE 3-B-30

Participants by Reason, "TO IMPROVE or ADVANCE In JOB" by SEX, RACE, AGE, for 1969 and 1972[1]

(numbers in thousands)

	1969			1972		
	No. of Total Participants	Education Category		No. of Total Participants	Education Category	
		Number	% of Total Participants[2]		Number	% of Total Participants[2]
TOTAL-MALE WHITE	6,368[3]	3,823 % of total	60.0	7,285	3,953 % of total	54.3*
		100.0[4]			100.0	
AGE						
17-24	3,559	57.1	61.3	4,096	56.0	54.0*
35-54	2,414	38.1	60.4	2,698	39.3	57.5
55 and over	395	4.8	46.3	491	4.8	38.3

[1] Source: NCES data. The reason, "To Improve or Advance in Job" is included in the Job Related Education Category.

[2] Derived by dividing number of education category participants, (given here as percentage) by relevant total participants.

[3] Column totals may not precisely sum because of estimating procedures.

[4] Percentages may not add to 100.0 because of rounding.

*The comparable percentage for 1969 differs with statistical significance.

TABLE 3-B-30 (continued)

Participants by Reason, "TO IMPROVE or ADVANCE in JOB" by SEX, RACE, AGE, for 1969 and 1972[1]

(numbers in thousands)

	1969			1972		
	No. of Total Participants	Education Category		No. of Total Participants	Education Category	
		Number	% of Total Participants[2]		Number	% of Total Participants[2]
TOTAL-MALE BLACK	376[3]	186	49.5	353	167	47.3
		% of total			% of total	
		100.0[4]			100.0	
AGE						
17-24	220	57.0	48.2	219	62.0	47.5
35-54	140	39.2	52.1	106	29.5	46.2
55 and over	16	3.8	43.8	27	8.5	51.9

---

[1] Source: NCES data. The reason, "To Improve or Advance in Job" is included in the Job Related Education Category.

[2] Derived by dividing number of education category participants, (given here as percentage) by relevant total participants.

[3] Column totals may not precisely sum because of estimating procedures.

[4] Percentages may not add to 100.0 because of rounding.

TABLE 3-B-30 (Continued)

Participants by Reason, "TO IMPROVE or ADVANCE in JOB" by SEX, RACE, AGE, for 1969 and 1972[1]

(numbers in thousands)

	1969			1972		
	No. of Total Participants	Education Category		No. of Total Participants	Education Category	
		Number	% of Total Participants[2]		Number	% of Total Participants[2]
TOTAL-FEMALE WHITE	5,561[3]	1,601 % of total	28.8	7,233	2,215 % of total	30.6
		100.0[4]			100.0	
AGE						
17-24	2,768	46.2	26.7	3,824	52.2*	30.2*
35-54	2,190	43.7	32.0	2,640	39.7	33.3
55 and over	602	10.1	26.9	769	8.0	23.1

---

[1] Source: NCES data. The reason, "To Improve or Advance in Job" is included in the Job Related Education Category.

[2] Derived by dividing number of education category participants, (given here as percentage) by relevant total participants.

[3] Column totals may not precisely sum because of estimating procedures.

[4] Percentages may not add to 100.0 because of rounding.

*The comparable percentage for 1969 differs with statistical significance.

TABLE 3-B-30 (continued)

Participants by Reason, "TO IMPROVE or ADVANCE in JOB" by SEX, RACE, AGE, for 1969 and 1972[1]

(numbers in thousands)

	1969			1972		
	No. of Total Participants	Education Category		No. of Total Participants	Education Category	
		Number	% of Total Participants[2]		Number	% of Total Participants[2]
TOTAL-FEMALE BLACK	606[3]	240	39.6	658	291	44.2
		% of total			% of total	
		100.0[4]			100.0	
AGE						
17-24	335	57.2	40.9	409	61.1	43.5
35-54	240	39.0	39.2	189	32.0	49.2
55 and over	31	3.8	29.0	60	6.9	33.3

[1] Source: NCES data. The reason, "To Improve or Advance in Job" is included in the Job Related Education Category.

[2] Derived by dividing number of education category participants, (given here as percentage) by relevant total participants.

[3] Column totals may not precisely sum because of estimating procedures.

[4] Percentages may not add to 100.0 because of rounding.

TABLE 3-8-31

Participants by Reason, "TO GET A NEW JOB", by AGE for 1969 and 1972[1]

(numbers in thousands)

	1969			1972		
	No. of Total Participants	Education Category		No. of Total Participants	Education Category	
		Number	% of Total Participants[2]		Number	% of Total Participants[2]
TOTAL	13,041[3]	1,423	10.9	15,734	1,779	11.3
		% of total			% of total	
		100.0[4]			100.0	
AGE						
17-24	2,598	36.7	20.1	3,426	40.9	21.2
25-34	4,359	32.1	10.5	5,218	29.6	10.1
35-44	2,985	17.9	8.5	3,346	16.5	8.8
45-54	2,052	10.0	6.9	2,381	9.6	7.1
55-64	773	2.7	4.9	987	3.0	5.5
65 and over	275	0.6	2.9	376	0.5	2.4

[1] Source: NCES data. The reason, "To Get a New Job" is included in the Job Related Education Category.

[2] Derived by dividing number of education category participants, (given here as percentage) by relevant total participants.

[3] Column totals may not precisely sum because of estimating procedures.

[4] Percentages may not add to 100.0 because of rounding.

TABLE 3-B-32

Participants by Reason, "TO GET A NEW JOB", by EDUCATION, for 1969 and 1972[1]

(numbers in thousands)

	1969			1972		
	No. of Total Participants	Education Category		No. of Total Participants	Education Category	
		Number	% of Total Participants[2]		Number	% of Total Participants[2]
TOTAL	13,041[3]	1,423	10.9	15,734	1,779	11.3
		% of total			% of total	
		100.0[4]			100.0	
EDUCATION						
None-8th	654	4.4	9.6	612	4.0	11.6
9th-11th	1,331	12.9	13.8	1,454	15.2	18.6*
High School Graduate	5,067	49.7	14.0	5,916	45.0	13.5
Some College	2,576	18.6	10.2	3,373	21.5	11.3
College	1,983	9.5	6.8	2,582	10.6	7.3
Postgraduate	1,430	4.8	4.8	1,797	3.8	3.8

[1] Source: NCES data. The reason, "To Get a New Job" is included in the Job Related Education Category.

[2] Derived by dividing number of education category participants, (given here as percentage) by relevant total participants.

[3] Column totals may not precisely sum because of estimating procedures.

[4] Percentages may not add to 100.0 because of rounding.

*The comparable percentage for 1969 differs with statistical significance.

TABLE 3-B-33

Participants by Reason,
"TO GET A NEW JOB",
by RACE, for 1969 and 1972[1]
(numbers in thousands)

	1969			1972		
	No. of Total Participants	Education Category		No. of Total Participants	Education Category	
		Number	% of Total Participants[2]		Number	% of Total Participants[2]
TOTAL	13,041[3]	1,423	10.9	15,734	1,779	11.3
		% of total			% of total	
		100.0[4]			100.0	
RACE						
White	11,928	83.7	10.0	14,518	87.9*	10.8
Black	982	15.0	21.8	1,011	11.3*	20.0
Other	131	1.3	13.7	205	0.7	6.3

[1] Source: NCES data. The reason, "To Get a New Job" is included in the Job Related Education Category.

[2] Derived by dividing number of education category participants, (given here as percentage) by relevant total participants.

[3] Column totals may not precisely sum because of estimating procedures.

[4] Percentages may not add to 100.0 because of rounding.

*The comparable percentage for 1969 differs with statistical significance.

TABLE 3-B-34

Participants by Reason, "TO GET A NEW JOB", by SEX, for 1969 and 1972[1]

(numbers in thousands)

	1969			1972		
	No. of Total Participants	Education Category		No. of Total Participants	Education Category	
		Number	% of Total Participants[2]		Number	% of Total Participants[2]
TOTAL	13,041[3]	1,423	10.9	15,734	1,779	11.3
		% of total			% of total	
		100.0[4]			100.0	
SEX						
Male	6,800	45.8	9.6	7,738	47.7	11.0
Female	6,241	54.2	12.4	7,995	52.3	11.6

---

[1] Source: NCES data. The reason, "To Get a New Job" is included in the Job Related Education Category.

[2] Derived by dividing number of education category participants, (given here as percentage) by relevant total participants.

[3] Column totals may not precisely sum because of estimating procedures.

[4] Percentages may not add to 100.0 because of rounding.

TABLE 3-B-35

Participants by Reason, "TO GET A NEW JOB", by SEX, RACE, AGE, for 1969 and 1972[1]

(numbers in thousands)

	1969			1972		
	No. of Total Participants	Education Category		No. of Total Participants	Education Category	
		Number	% of Total Participants[2]		Number	% of Total Participants[2]
TOTAL-MALE WHITE	6,368[3]	593	9.3	7,285	761	10.4
		% of total			% of total	
		100.0[4]			100.0	
AGE						
17-24	3,559	74.0	12.3	4,096	71.6	13.3
35-54	2,414	23.5	5.8	2,698	23.5	6.6
55 and over	395	2.5	3.8	491	4.9	7.5

---

[1] Source: NCES data. The reason, "To Get a New Job" is included in the Job Related Education Category.

[2] Derived by dividing number of education category participants, (given here as percentage) by relevant total participants.

[3] Column totals may not precisely sum because of estimating procedures.

[4] Percentages may not add to 100.0 because of rounding.

TABLE 3-B-35 (continued)

Participants by Reason,
"TO GET A NEW JOB",
by SEX, RACE, AGE, for 1969 and 1972[1]

(numbers in thousands)

	1969			1972		
	No. of Total Participants	Education Category		No. of Total Participants	Education Category	
		Number	% of Total Participants[2]		Number	% of Total Participants[2]
TOTAL-MALE BLACK	376[3]	54	14.4	353	86	24.4*
		% of total			% of total	
		100.0[4]			100.0	
AGE						
17-24	220	62.6	15.5	219	78.8	31.1*
35-54	140	37.4	14.3	106	21.2	17.0
55 and over	16	0.0	0.0	27	0.0	0.0

---

[1] Source: NCES data. The reason, "To Get a New Job" is included in the Job Related Education Category.

[2] Derived by dividing number of education category participants, (given here as percentage) by relevant total participants.

[3] Column totals may not precisely sum because of estimating procedures.

[4] Percentages may not add to 100.0 because of rounding.

*The comparable percentage for 1969 differs with statistical significance.

TABLE 3-B-35 (continued)

Participants by Reason,

"TO GET A NEW JOB",

by SEX, RACE, AGE, for 1969 and 1972[1]

(numbers in thousands)

	1969			1972		
	No. of Total Participants	Education Category		No. of Total Participants	Education Category	
		Number	% of Total Participants[2]		Number	% of Total Participants[2]
TOTAL-FEMALE WHITE	5,561[3]	598	10.8	7,233	803	11.1
		% of total			% of total	
		100.0[4]			100.0	
AGE						
17-24	2,768	62.5	13.5	3,824	67.2	14.1
35-54	2,190	32.6	8.9	2,640	29.7	9.0
55 and over	602	4.9	4.8	769	3.1	3.3

---

[1] Source: NCES data. The reason, "To Get a New Job" is included in the Job Related Education Category.

[2] Derived by dividing number of education category participants, (given here as percentage) by relevant total participants.

[3] Column totals may not precisely sum because of estimating procedures.

[4] Percentages may not add to 100.0 because of rounding.

TABLE 3-B-35 (continued)

Participants by Reason,
"TO GET A NEW JOB",
by SEX, RACE, AGE, for 1969 and 1972[1]
(numbers in thousands)

	1969			1972		
	No. of Total Participants	Education Category		No. of Total Participants	Education Category	
		Number	% of Total Participants[2]		Number	% of Total Participants[2]
TOTAL-FEMALE BLACK	606[3]	160 % of total 100.0[4]	26.4	658	116 % of total 100.0	17.6*
AGE						
17-24	335	75.0	35.8	409	79.6	22.5*
35-54	240	23.3	15.4	189	20.4	12.7
55 and over	31	1.7	9.7	60	0.0	0.0

[1] Source: NCES data. The reason, "To Get a New Job" is included in the Job Related Education Category.

[2] Derived by dividing number of education category participants, (given here as percentage) by relevant total participants.

[3] Column totals may not precisely sum because of estimating procedures.

[4] Percentages may not add to 100.0 because of rounding.

*The comparable percentage for 1969 differs with statistical significance.

TABLE 3-8-36

Participants by Reason, "FOR COMMUNITY ACTIVITY", by AGE, for 1969 and 1972[1]

(numbers in thousands)

	1969			1972		
	No. of Total Participants	Education Category		No. of Total Participants	Education Category	
		Number	% of Total Participants[2]		Number	% of Total Participants[2]
TOTAL	13,041[3]	342	2.6	15,734	418	2.7
		% of total			% of total	
		100.0[4]			100.0	
AGE						
17-24	2,598	4.2	0.5	3,426	8.1	1.0
25-34	4,359	29.2	2.2	5,218	33.2	2.7
35-44	2,985	32.2	3.7	3,346	30.5	3.8
45-54	2,052	20.6	3.4	2,381	14.7	2.6
55-64	773	8.4	3.8	987	9.6	4.1
65 and over	275	5.5	6.9	376	3.9	4.3

[1] Source: NCES data. The reason, "For Community Activity" is included in the Adult Functional Education.

[2] Derived by dividing number of education category participants, (given here as percentage) by relevant total participants.

[3] Column totals may not precisely sum because of estimating procedures.

[4] Percentages may not add to 100.0 because of rounding.

TABLE 3-B-37

Participants by Reason, "FOR COMMUNITY ACTIVITY", by EDUCATION, for 1969 and 1972[1]

(numbers in thousands)

	1969			1972		
	No. of Total Participants	Education Category		No. of Total Participants	Education Category	
		Number	% of Total Participants[2]		Number	% of Total Participants[2]
TOTAL	13,041[3]	342	2.6	15,734	418	2.7
		% of total			% of total	
		100.0[4]			100.0	
EDUCATION						
None-8th	654	6.0	2.1	612	2.5	1.6
9th-11th	1,331	13.3	7.5	1,454	5.2	1.5*
High School Graduate	5,067	42.9	2.2	5,916	52.0	3.7*
Some College	2,576	15.2	2.7	3,373	21.6	2.7
College	1,983	15.6	1.5	2,582	12.3	2.0
Postgraduate	1,430	7.0	1.3	1,797	6.3	1.5

[1] Source: NCES data. The reason, "For Community Activity" is included in the Adult Functional Education.

[2] Derived by dividing number of education category participants, (given here as percentage) by relevant total participants.

[3] Column totals may not precisely sum because of estimating procedures.

[4] Percentages may not add to 100.0 because of rounding.

*The comparable percentage for 1969 differs with statistical significance.

TABLE 3-B-38

Participants by Reason, "FOR COMMUNITY ACTIVITY", by RACE, for 1969 and 1972[1]

(numbers in thousands)

	1969			1972		
	No. of Total Participants	Education Category		No. of Total Participants	Education Category	
		Number	% of Total Participants[2]		Number	% of Total Participants[2]
TOTAL	13,041[3]	342	2.6	15,734	418	2.7
		% of total			% of total	
		100.0[4]			100.0	
RACE						
White	11,928	94.8	2.7	14,518	92.1	2.7
Black	982	4.9	1.7	1,011	6.8	2.9
Other	131	0.3	0.8	205	1.1	2.0

---

[1] Source: NCES data. The reason, "For Community Activity" is included in the Adult Functional Education.

[2] Derived by dividing number of education category participants, (given here as percentage) by relevant total participants.

[3] Column totals may not precisely sum because of estimating procedures.

[4] Percentages may not add to 100.0 because of rounding.

*The comparable percentage for 1969 differs with statistical significance.

TABLE 3-B-39

Participants by Reason, "FOR COMMUNITY ACTIVITY", by SEX, for 1969 and 1972[1]

(numbers in thousands)

	1969			1972		
	No. of Total Participants	Education Category		No. of Total Participants	Education Category	
		Number	% of Total Participants[2]		Number	% of Total Participants[2]
TOTAL	13,041[3]	342	2.6	15,734	418	2.7
		% of total			% of total	
		100.0[4]			100.0	
SEX						
Male	6,800	41.1	2.1	7,738	41.8	2.3
Female	6,241	58.9	3.2	7,995	58.2	3.0

---

[1] Source: NCES data. The reason, "For Community Activity" is included in the Adult Functional Education.

[2] Derived by dividing number of education category participants, (given here as percentage) by relevant total participants.

[3] Column totals may not precisely sum because of estimating procedures.

[4] Percentages may not add to 100.0 because of rounding.

*The comparable percentage for 1969 differs with statistical significance.

TABLE 3-B-40

Participants by Reason,
"FOR COMMUNITY ACTIVITY",
by SEX, RACE, AGE, for 1969 and 1972[1]

(numbers in thousands)

	1969			1972		
	No. of Total Participants	Education Category		No. of Total Participants	Education Category	
		Number	% of Total Participants[2]		Number	% of Total Participants[2]
TOTAL-MALE WHITE	6,368[3]	136	2.1	7,285	166	2.3
		% of total			% of total	
		100.0[4]			100.0	
AGE						
17-24	3,559	32.0	1.2	4,096	43.8	1.8
35-54	2,414	54.7	3.1	2,698	44.9	2.8
55 and over	395	13.3	4.6	491	11.3	3.9

[1] Source: NCES data. The reason, "For Community Activity" is included in the Adult Functional Education.

[2] Derived by dividing number of education category participants, (given here as percentage) by relevant total participants.

[3] Column totals may not precisely sum because of estimating procedures.

[4] Percentages may not add to 100.0 because of rounding.

TABLE 3-B-40 (continued)

Participants by Reason, "FOR COMMUNITY ACTIVITY", by SEX, RACE, AGE, for 1969 and 1972[1]

(numbers in thousands)

	1969			1972		
	No. of Total Participants	Education Category		No. of Total Participants	Education Category	
		Number	% of Total Participants[2]		Number	% of Total Participants[2]
TOTAL-MALE BLACK	376[3]	3	0.8	353	9	2.5
		% of total			% of total	
		100.0[4]			100.0	
AGE						
17-24	220	62.4	0.9	219	32.4	1.4
35-54	140	37.6	0.7	106	53.8	4.7
55 and over	16	0.0	0.0	27	13.8	3.7

---

[1] Source: NCES data. The reason, "For Community Activity" is included in the Adult Functional Education.

[2] Derived by dividing number of education category participants, (given here as percentage) by relevant total participants.

[3] Column totals may not precisely sum because of estimating procedures.

[4] Percentages may not add to 100.0 because of rounding.

TABLE 3-B-40 (continued)

Participants by Reason, "FOR COMMUNITY ACTIVITY", by SEX, RACE, AGE, for 1969 and 1972[1]

(numbers in thousands)

	1969			1972		
	No. of Total Participants	Education Category		No. of Total Participants	Education Category	
		Number	% of Total Participants[2]		Number	% of Total Participants[2]
TOTAL-FEMALE WHITE	5,561[3]	188	3.4	7,233	219	3.0
		% of total			% of total	
		100.0[4]			100.0	
AGE						
17-24	2,768	36.3	2.5	3,824	39.2	2.2
35-54	2,190	49.4	4.2	2,640	46.1	3.8
55 and over	602	14.4	4.5	769	14.6	4.2

---

[1] Source: NCES data. The reason, "For Community Activity" is included in the Adult Functional Education.

[2] Derived by dividing number of education category participants, (given here as percentage) by relevant total participants.

[3] Column totals may not precisely sum because of estimating procedures.

[4] Percentages may not add to 100.0 because of rounding.

TABLE 3-B-40 (continued)

Participants by Reason, "FOR COMMUNITY ACTIVITY", by SEX, RACE, AGE, for 1969 and 1972[1]

(numbers in thousands)

	1969			1972		
	No. of Total Participants	Education Category		No. of Total Participants	Education Category	
		Number	% of Total Participants[2]		Number	% of Total Participants[2]
TOTAL-FEMALE BLACK	606[3]	13 % of total 100.0[4]	2.1	658	20 % of total 100.0	3.0
AGE						
17-24	335	0.0	0.0	409	45.0*	2.2
35-54	240	82.6	4.6	189	30.0	3.2
55 and over	31	17.4	6.5	60	25.0	8.3

[1] Source: NCES data. The reason, "For Community Activity" is included in the Adult Functional Education.

[2] Derived by dividing number of education category participants, (given here as percentage) by relevant total participants.

[3] Column totals may not precisely sum because of estimating procedures.

[4] Percentages may not add to 100.0 because of rounding.

*The comparable percentage for 1969 differs with statistical significance.

TABLE 3-B-41

Participants by Reason, "FOR PERSONAL or FAMILY INTERESTS" by AGE, for 1969 and 1972[1]

(numbers in thousands)

	1969			1972		
	No. of Total Participants	Education Category		No. of Total Participants	Education Category	
		Number	% of Total Participants[2]		Number	% of Total Participants[2]
TOTAL	13,041[3]	2,588	19.8	15,734	3,694	23.5*
		% of total			% of total	
		100.0[4]			100.0	
AGE						
17-24	2,598	16.0	15.9	3,426	17.7	19.1*
25-34	4,359	31.0	18.4	5,218	32.9	23.3*
35-44	2,985	23.4	20.3	3,346	20.2*	22.3
45-54	2,052	17.9	22.5	2,381	16.0	24.8
55-64	773	7.2	24.2	987	8.2	30.7*
65 and over	275	4.5	42.2	376	5.1	49.7

---

[1] Source: NCES data. The reason, "For Personal or Family Interests" is included in the Adult Functional Education.

[2] Derived by dividing number of education category participants, (given here as percentage) by relevant total participants.

[3] Column totals may not precisely sum because of estimating procedures.

[4] Percentages may not add to 100.0 because of rounding.

*The comparable percentage for 1969 differs with statistical significance.

TABLE 3-B-42

Participants by Reason,
"FOR PERSONAL or FAMILY INTERESTS"
by EDUCATION, for 1969 and 1972[1]

(numbers in thousands)

	1969			1972		
	No. of Total Participants	Education Category		No. of Total Participants	Education Category	
		Number	% of Total Participants[2]		Number	% of Total Participants[2]
TOTAL	13,041[3]	2,588	19.8	15,734	3,694	23.5*
		% of total			% of total	
		100.0[4]			100.0	
EDUCATION						
None-8th	654	6.5	25.7	612	5.4	32.4
9th-11th	1,331	10.7	20.8	1,454	10.1	25.7*
High School Graduate	5,067	42.7	21.8	5,916	37.1*	23.2
Some College	2,576	19.7	19.8	3,373	24.1*	26.4*
College	1,983	12.4	16.2	2,582	14.4	20.5*
Postgraduate	1,430	8.0	14.5	1,797	9.0	18.4*

---

[1] Source: NCES data. The reason, "For Personal or Family Interests" is included in the Adult Functional Education.

[2] Derived by dividing number of education category participants, (given here as percentage) by relevant total participants.

[3] Column totals may not precisely sum because of estimating procedures.

[4] Percentages may not add to 100.0 because of rounding.

*The comparable percentage for 1969 differs with statistical significance.

TABLE 3-B-43

Participants by Reason,
"FOR PERSONAL or FAMILY INTERESTS"[1]
by RACE, for 1969 and 1972

(numbers in thousands)

	1969			1972		
	No. of Total Participants	Education Category		No. of Total Participants	Education Category	
		Number	% of Total Participants[2]		Number	% of Total Participants[2]
TOTAL	13,041[3]	2,588	19.8	15,734	3,694	23.5*
		% of total			% of total	
		100.0[4]			100.0	
RACE						
White	11,928	93.3	20.2	14,518	94.3	24.0*
Black	982	5.3	14.0	1,011	3.9	14.2
Other	131	1.4	28.2	205	1.8	31.7

[1] Source: NCES data. The reason, "For Personal or Family Interests" is included in the Adult Functional Education.

[2] Derived by dividing number of education category participants, (given here as percentage) by relevant total participants.

[3] Column totals may not precisely sum because of estimating procedures.

[4] Percentages may not add to 100.0 because of rounding.

*The comparable percentage for 1969 differs with statistical significance.

TABLE 3-8-44

Participants by Reason, "FOR PERSONAL or FAMILY INTERESTS" by SEX, for 1969 and 1972[1]

(numbers in thousands)

	1969			1972		
	No. of Total Participants	Education Category		No. of Total Participants	Education Category	
		Number	% of Total Participants[2]		Number	% of Total Participants[2]
TOTAL	13,041[3]	2,588	19.8	15,734	3,694	23.5*
		% of total			% of total	
		100.0[4]			100.0	
SEX						
Male	6,800	26.9	10.2	7,738	29.0	13.8*
Female	6,241	73.1	30.3	7,995	71.0	32.8*

---

[1] Source: NCES data. The reason, "For Personal or Family Interests" is included in the Adult Functional Education.

[2] Derived by dividing number of education category participants, (given here as percentage) by relevant total participants.

[3] Column totals may not precisely sum because of estimating procedures.

[4] Percentages may not add to 100.0 because of rounding.

*The comparable percentage for 1969 differs with statistical significance.

TABLE 3-B-45

Participants by Reason, "FOR PERSONAL or FAMILY INTERESTS" by SEX, RACE, AGE, for 1969 and 1972[1]

(numbers in thousands)

	1969			1972		
	No. of Total Participants	Education Category		No. of Total Participants	Education Category	
		Number	% of Total Participants[2]		Number	% of Total Participants[2]
TOTAL-MALE WHITE	6,368[3]	658 % of total	10.3	7,285	1,017 % of total	14.0*
		100.0[4]			100.0	
AGE						
17-34	3,559	46.3	8.5	4,096	54.8*	13.6*
35-54	2,414	43.5	11.8	2,698	34.6*	13.0
55 and over	395	10.3	17.2	491	10.7	22.2

---

[1] Source: NCES data. The reason, "For Personal or Family Interests" is included in the Adult Functional Education.

[2] Derived by dividing number of education category participants, (given here as percentage) by relevant total participants.

[3] Column totals may not precisely sum because of estimating procedures.

[4] Percentages may not add to 100.0 because of rounding.

*The comparable percentage for 1969 differs with statistical significance.

TABLE 3-B-45 (continued)

Participants by Reason,
"FOR PERSONAL or FAMILY INTERESTS"
by SEX, RACE, AGE, for 1969 and 1972[1]

(numbers in thousands)

	1969			1972		
	No. of Total Participants	Education Category		No. of Total Participants	Education Category	
		Number	% of Total Participants[2]		Number	% of Total Participants[2]
TOTAL-MALE BLACK	376[3]	31	8.2	353	39	11.0
		% of total			% of total	
		100.0[4]			100.0	
AGE						
17-34	220	72.3	10.0	219	55.6	10.0
35-54	140	24.2	5.0	106	24.6	9.4
55 and over	16	3.6	6.3	27	19.8	29.6

---

[1] Source: NCES data. The reason, "For Personal or Family Interests" is included in the Adult Functional Education.

[2] Derived by dividing number of education category participants, (given here as percentage) by relevant total participants.

[3] Column totals may not precisely sum because of estimating procedures.

[4] Percentages may not add to 100.0 because of rounding.

TABLE 3-8-45 (continued)

Participants by Reason, "FOR PERSONAL or FAMILY INTERESTS" by SEX, RACE, AGE, for 1969 and 1972[1]

(numbers in thousands)

	1969			1972		
	No. of Total Participants	Education Category		No. of Total Participants	Education Category	
		Number	% of Total Participants[2]		Number	% of Total Participants[2]
TOTAL-FEMALE WHITE	5,561[3]	1,757 % of total 100.0[4]	31.6	7,233	2,468 % of total 100.0	34.1*
AGE						
17-34	2,768	46.9	29.8	3,824	49.0	31.6
35-54	2,190	40.4	32.4	2,640	37.0	34.6
55 and over	602	12.6	36.9	769	14.0	44.9*

---

[1] Source: NCES data. The reason, "For Personal or Family Interests" is included in the Adult Functional Education.

[2] Derived by dividing number of education category participants, (given here as percentage) by relevant total participants.

[3] Column totals may not precisely sum because of estimating procedures.

[4] Percentages may not add to 100.0 because of rounding.

*The comparable percentage for 1969 differs with statistical significance.

TABLE 3-B-45 (continued)

Participants by Reason, "FOR PERSONAL or FAMILY INTERESTS" by SEX, RACE, AGE, for 1969 and 1972[1]

(numbers in thousands)

	1969			1972		
	No. of Total Participants	Education Category		No. of Total Participants	Education Category	
		Number	% of Total Participants[2]		Number	% of Total Participants[2]
TOTAL-FEMALE BLACK	606[3]	107 % of total 100.0[4]	17.7	658	105 % of total 100.0	16.0
AGE						
17-34	335	44.7	14.3	409	51.6	13.2
35-54	240	46.2	20.4	189	34.5	19.0
55 and over	31	9.1	32.3	60	13.9	25.0

[1] Source: NCES data. The reason, "For Personal or Family Interests" is included in the Adult Functional Education.

[2] Derived by dividing number of education category participants, (given here as percentage) by relevant total participants.

[3] Column totals may not precisely sum because of estimating procedures.

[4] Percentages may not add to 100.0 because of rounding.

APPENDIX 3-C

STANDARD ERRORS FOR CENSUS PARTICIPATION DATA

SOURCE: U.S. Bureau of the
Census

TABLE 3-C-1
STANDARD ERRORS OF ESTIMATED NUMBERS
TOTAL OR WHITE POPULATION

(68 chances out of 100)

Size of Estimate	Standard Error	Size of Estimate	Standard Error
10,000	4,500	500,000	30,000
25,000	7,200	1,000,000	45,000
35,000	8,500	2,500,000	71,000
50,000	10,200	5,000,000	100,000
75,000	12,400	10,000,000	138,000
100,000	14,400	25,000,000	204,000
250,000	22,400	50,000,000	253,000

TABLE 3-C-2
STANDARD ERRORS OF ESTIMATED NUMBERS
NEGRO AND OTHER RACES

(68 chances out of 100)

Size of Estimate	Standard Error	Size of Estimate	Standard Error
10,000	5,300	75,000	14,400
15,000	6,500	100,000	16,600
20,000	7,500	250,000	26,000
25,000	8,300	500,000	37,000
30,000	9,100	1,000,000	51,000
35,000	10,000	2,500,000	76,000
40,000	10,600	5,000,000	96,000
50,000	11,800	7,500,000	96,000
65,000	13,400		

TABLE 3-C-3

Standard Errors of Estimated Percentages
Total or White Population

(68 chances out of 100)

Estimated	Base of percentage (thousands)														
Percentage	25	50	75	100	250	350	500	750	1000	2500	5000	10,000	25,000	50,000	100,000
1 or 99...	2.9	2.0	1.7	1.4	.9	.8	.6	.5	.5	.3	.2	.1	.1	.1	-
2 or 98...	4.0	2.8	2.3	2.0	1.3	1.1	.9	.7	.6	.4	.3	.2	.1	.1	.1
5 or 95...	6.3	4.4	3.6	3.1	2.0	1.7	1.4	1.1	1.0	.6	.4	.3	.2	.1	.1
10 or 90...	8.6	6.1	5.0	4.3	2.7	2.3	1.9	1.6	1.4	.9	.6	.4	.3	.2	.1
15 or 85...	10.3	7.3	5.9	5.1	3.2	2.7	2.3	1.9	1.6	1.0	.7	.5	.3	.2	.2
20 or 80...	11.5	8.1	6.6	5.7	3.6	3.1	2.6	2.1	1.8	1.1	.8	.6	.4	.3	.2
25 or 75...	12.4	8.8	7.2	6.2	3.9	3.3	2.8	2.3	2.0	1.2	.9	.6	.4	.3	.2
50......	14.4	10.2	8.3	7.2	4.5	3.8	3.2	2.6	2.3	1.4	1.0	.7	.5	.3	.2

- Less than 0.1

TABLE 3-C-4

Standard Errors of Estimated Percentages
Negro and Other Races

(68 chances out of 100)

Estimated Percentage	Base of Percentage (thousands)													
	10	25	50	75	100	150	200	250	350	500	1000	2500	5000	10,000
1 or 99...	5.3	3.3	2.4	1.9	1.7	1.4	1.2	1.1	.9	.7	.5	.3	.2	.2
2 or 98...	7.4	4.7	3.3	2.7	2.3	1.9	1.7	1.5	1.3	1.0	.7	.5	.3	.2
5 or 95...	11.5	7.3	5.1	4.2	3.6	3.0	2.6	2.3	1.9	1.6	1.2	.7	.5	.4
10 or 90...	15.9	10.0	7.1	5.8	5.0	4.1	3.5	3.2	2.7	2.2	1.6	1.0	.7	.5
15 or 85...	18.9	11.9	8.4	6.9	6.0	4.9	4.2	3.8	3.2	2.7	1.9	1.2	.8	.6
20 or 80...	21.1	13.4	9.5	7.7	6.7	5.5	4.7	4.2	3.6	3.0	2.1	1.3	.9	.7
25 or 75...	22.9	14.5	10.2	8.4	7.2	5.9	5.1	4.6	3.9	3.2	2.3	1.4	1.0	.7
50......	26.4	16.7	11.8	9.6	8.4	6.8	5.9	5.3	4.5	3.7	2.6	1.7	1.2	.8

APPENDIX 4A

LIST OF FEDERAL ADULT EDUCATION PROGRAMS BY AGENCY

Note: Those programs marked with an asterisk are included in funding data presented in Tables VI-2 and VI-3, of Volume I

APPENDIX 4-A

LIST OF
FEDERAL ADULT EDUCATION PROGRAMS

Section 1 (OMB Programs)

OMB CATALOG NUMBER	OMB PROGRAM TITLE
	HEW
13.217	Family Planning Projects
13.224	Health Services Development Project Grants
*13.227	Health Statistics Training and Technical Assistance
13.228	Indian Health Services
*13.233	Maternal and Child Health Training
*13.238	Mental Health--Hospital Staff Dev. Grants
13.241	Mental Health Fellowships
13.243	Alcohol, Drug Abuse, and Mental Health Admin. Scientific Communications and Public Education
13.244	Mental Health Training Grants
13.246	Migrant Health Grants
13.251	Alcohol Community Service Programs
13.252	Alcohol Demonstration Programs
13.254	Drug Abuse Demonstration Programs
*13.260	Family Planning Services-Training Grants
13.263	Occupational Safety and Health Training Grants
13.271	Alcohol Research Development Awards

13.274	Alcohol Training Programs
13.275	Drug Abuse Education Programs
13.277	Drug Abuse Research Development Awards
13.280	Drug Abuse Training Programs
13.281	Mental Health Research Development Awards
13.305	Allied Health Professions-Special Project Grants
* 13.320	Dental Health Continuing Education Training Grants
13.380	Health Manpower Education Initiative Awards
* 13.400	Adult Education-Grants to States
* 13.401	Adult Education-Special Projects
* 13.402	Adult Education Teacher Education
* 13.405	Civil Rights Technical Assistance and Training
13.409	Cuban Education Student Loans
13.420	Drug Abuse Education
13.421	Educational Personnel Training Grants--Career Opportunities Program
13.427	Educationally Deprived Children--Handicapped
13.437	Teacher Exchange (Fulbright)
* 13.438	Fulbright-Hays Training Grants--Faculty Research Abroad

13.446	Handicapped Media Services and Captioned Films
13.448	Handicapped Physical Education and Recreation Training
13.451	Handicapped Teacher Education
13.463	Higher Education Work Study
13.468	Library Training Grants (Library Institute and Fellowship Program)
13.482	Special Services for Disadvantaged Students in Institutions of Higher Education
13.488	Talent Search
13.489	Teacher Corps--Operations and Training
* 13.491	University Community Service--Grants to States
13.493	Vocational Education--Basic Grants to States
13.494	Vocational Education--Consumer and Homemaking
13.495	Vocational Education--Cooperative Education
13.499	Vocational Education--Special Needs
* 13.505	Educational Personnel Development--Urban/Rural School Development
13.520	Special Programs for Children with Specific Learning Disabilities
13.522	Environmental Education
13.525	Emergency School Aid Act-Basic Grants to Local Educational Agencies

	13.526	Emergency School Aid Act-Pilot Programs
	13.533	Right to Read--Elimination of Illiteracy
	13.536	Indian Education--Adult Indian Education
	13.538	Fund for the Improvement of PSE.
	13.540	Higher Education--Cost for Veterans' Instruction
	13.543	Educational Opportunity Centers
	13.560	Regional Education Programs for Deaf and Other Handicapped Persons
	13.562	Gifted and Talented Children
	13.563	Community Schools
	13.564	Consumers Education
*	13.565	Women's Educational Equity Act Program
	13.575	Educational Research and Development
	13.600	Child Development-Head Start
	13.609	Special Programs for the Aging
	13.610	Youth Development and Delinquency Prevention
*	13.617	Physical Fitness Clinics
*	13.618	Physical Fitness Demonstration Center Schools
*	13.619	Physical Fitness Program Development
*	13.621	Health Exercise Symposia
*	13.724	Public Assistance--State and Local Training
	13.746	Rehabilitation Services and Facilities--Basic Support

13.747	Vocational Rehabilitation Services for Social Security Disability Beneficiaries
13.762	Refugee Assistance--Cuban Refugees
13.763	Rehabilitation Services and Facilities--Special Projects
13.767	Rehabilitation Training

AGRICULTURE (USDA)

* 10.420	Rural Self Help Housing--Technical Assistance
10.500	Cooperative Extension Service

COMMERCE

11.417	Sea Grant Support
11.800	Minority Business Enterprise--Coordination Management and Technical Assistance

DEFENSE

* 12.300	Civil Defense--Architect/Engineer Faculty Development
* 12.301	Civil Defense--Architect/Engineer Professional Development
* 12.309	Civil Defense--Industrial Participation
* 12.314	Civil Defense--Staff College
12.325	Civil Defense--State and Local Civil Preparedness Instruction Program

HOUSING AND URBAN DEVELOPMENT (HUD)

14.203	Comprehensive Planning Assistance

INTERIOR

* 15.100	Indian Education--Adults
15.101	Indian Agricultural Extension
* 15.107	Indian Technical Assistance
15.108	Indian Employment Assistance
15.117	Indian Industrial and Tourism Development and on-the-job Training
* 15.352	Mine Health and Safety Education and Training
* 15.602	Conservation Law Enforcement Training Assistance
15.951	Water Resources Research--Assistance to States for Institutes

JUSTICE

* 16.004	Law Enforcement Assistance--Narcotics and Dangerous Drugs Training
16.005	Public Education on Drug Abuse--Technical Assistance
* 16.300	Law Enforcement Assistance--FBI Advanced Police Training
* 16.302	Law Enforcement Assistance--FBI Field Police Training
16.400	Citizenship Education and Training

* 16.503	Law Enforcement Assistance--Technical Assistance
16.511	Law Enforcement Assistance--Education Development
* 16.513	Law Enforcement Assistance--Training
* 16.514	Organized Crime Prosecutorial Training
16.600	Correctional Services--Technical Assistance

LABOR (DOL)

17.200	Apprenticeship Outreach Program
* 17.201	Apprenticeship Training
17.207	Employment Service
* 17.211	Job Corps
* 17.212	Job Opportunities in the Business Sector (JOBS)
17.223	Operation Mainstream
17.226	Work Incentives Program (WIN)
* 17.228	National on-the-job Training
17.230	Migrant Workers
17.232	Comprehensive Employment and Training Programs
17.233	Manpower Research and Development Projects
17.305	Women's Special Employment Assistance
17.400	Trade Adjustment Assistance-Workers

TRANSPORTATION (DOT)

20.001	Boating Safety
20.004	Boating Safety-Financial Assistance
20.503	Urban Mass Transportation Managerial Training Grants
20.600	State and Community Highway Safety

TREASURY

21.003	Tax Information and Education
* 21.052	Alcohol, Tobacco, and Firearms-Training Assistance
* 21.100	Secret Service-Training Activities

APPALACHIAN REGIONAL COMMISSION

23.016	Appalachian Vocational and Technical Education Demonstration Grants

ATOMIC ENERGY COMMISSION

24.004	Nuclear Science and Technology--Faculty and Student Participation--Laboratory Cooperative Program
* 24.007	Nuclear Science and Technology--Faculty Training Institutes and Workshops (Summer Institutes)
* 24.027	Radiation Control--Training Assistance and Advisory Counseling
* 24.029	Nuclear Industry Seminars
24.030	Work Experience

CIVIL SERVICE

*	27.009	Training Assistance to State and Local Governments
	27.012	Intergovernmental Personnel Grants

NASA

*	43.001	Space Science Education Project

NATIONAL ENDOWMENT FOR THE HUMANITIES

	45.001	Promotion of the Arts-Architecture and Environmental Arts
	45.006	Promotion of the Arts--Public Media
	45.010	Promotion of the Arts--Expansion Arts
	45.012	Promotion of the Arts--Museums
	45.102	Promotion of the Humanities--Fellowships and Summer Stipends for Younger Humanists
*	45.108	Promotion of the Humanities--Fellowships and Summer Stipends for Junior College Teachers
	45.109	Promotion of the Humanities--Fellowships for the Professions
	45.110	Promotion of the Humanities--Education Planning, Program and Development
	45.111	Promotion of the Humanities--Education Projects

45.112	Promotion of the Humanities--Museum Personnel Development
45.113	Promotion of the Humanities--Special Projects
45.114	Promotion of the Humanities--Interpretive Museum Exhibitions and Community Education Programs
* 45.116	Promotion of the Humanities--Summer Seminars for College Teachers

NSF

* 47.019	Instructional Improvement Implementation--Pre-College
* 47.028	Scientific Conference Grants
47.033	Science Education Material and Instruction Development--Higher Education
47.038	Public Understanding of Science Program

SBA

59.005	Management Assistance to Small Businesses
59.007	Management and Technical Assistance for Disadvantaged Businessmen

SMITHSONIAN

60.001	Smithsonian Institution Programs in Basic Research and Public Education
60.002	Academic Appointments
60.005	Educational Services--Elementary and Secondary Education
60.007	Museums--Assistance and Advice (National Museum Act Programs)

TVA

62.001	Fertilizer Development
62.002	Tennessee Valley Region--General Resources Development

VA

64.019	Veterans Rehabilitation-Alcohol and Drug Dependency
** 64.111	Veterans Educational Assistance (GI Bill)
** 64.116	Vocational Rehabilitation for Disabled Veterans
** 64.117	Dependents Educational Assistance

EPA

66.003	Air Pollution Manpower Training Grants
* 66.006	Air Pollution Control--Technical Training Grants
* 66.417	Water Pollution Control-Direct Training (WQO Short Courses)
66.419	Water Pollution Control-State and Interstate Program Grants
66.420	Water Pollution Control-State and Local Manpower Development
* 66.421	Water Pollution Control Training Grants
* 66.423	Water Quality Control Information System-Orientation and Training Seminars

**Funding data for these programs include only money spent to support their adult education components.

ACTION

72.002	Retired Senior Volunteer Program
72.003	Volunteers in Service to America
72.005	National Student Volunteer Program
72.006	Service Corps of Retired Executives and Active Corps of Executives
72.007	Action Cooperative Volunteer Program

Section 2. (Non-OMB Programs)

HEW

Gallaudet College Adult and Continuing Education for the Deaf

CIVIL SERVICE COMMISSION

* Training of Federal Employees

DEPARTMENT OF DEFENSE

* Community College of the Air Force

* Department of Defense Tuition Assistance

* Education and Testing Centers

Instructor Hire Program

* Navy Campus for Achievement

Servicemen's Opportunity College

Special Programs to Help Poor Readers During the First Week of Service

DEPARTMENT OF JUSTICE

* Educational and Vocational Training for Federal Prisoners

VETERANS ADMINISTRATION

* Educationally Disadvantaged Veterans

* Predischarge Education Program

APPENDIX 4-B

VETERANS ADMINISTRATION

COST AND PARTICIPATION DATA

EDUCATION CATEGORY	BUDGET[1] ($000)	PARTICIPATION[2] FULL	PARTICIPATION[2] PART TIME	AE[3] BUDGET ($000)
Vocational Rehabilitation				
College	50,815	16,608	2,915	3,786
Other School	15,567	5,163	522	716
Dependents Ed. Assistance				
College	103,804	58,689	7,755	6,073
Other School	11,239	7,647	1,290	809
G.I. Bill				
College	2,169,602	834,955	498,307	405,715
Other School	346,533	231,689	216,146[4]	83,693
TOTAL	$2,697,580	$1,154,751	$726,935	$500,792

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[1] Source: Veterans Administration, Department of Veterans Benefits

[2] Source: Veterans Administration, Bureau of Research and Biometrics, Office of the Controller

[3] Informed V.A. estimates indicates it costs approximately twice as much for a full time as a part time student. Consequently, for each education category (college and other school), the percent part-time has been applied to the budget figure and the result divided by two to obtain the estimated adult education (part-time students) budget.

[4] Includes 65,000 educationally disadvantaged Veterans participating in adult basic and secondary programs

APPENDIX 5

DELIVERY SYSTEM TABLES

TABLE 5-1

Participants by Education Category, ADULT BASIC EDUCATION-ADULT SECONDARY EDUCATION,[1] by SPONSOR or ADMINISTRATOR, for 1969 and 1972

(numbers in thousands)

	1969			1972		
	No. of Total Participants	Education Category		No. of Total Participants	Education Category	
		Number	% of Total Participants[2]		Number	% of Total Participants
TOTAL	13,041[3]	594 % of total 100.0[4]	4.6	15,734	607 % of total 100.0	3.9*
Public Grade School or High School	1,970	60.9	18.4	2,200	63.8	17.6
2-Yr. College or Technical-Vocational Institute[5]	1,550	5.9	2.3	2,561	7.9	1.9
Private Vocational, Trade or Business School	1,504	6.7	2.7	1,393	4.6	2.0
4-Yr. College or University	2,831	5.1	1.1	3,367	5.3	1.0
Employer	2,274	3.0	0.8	2,613	2.0	0.5

TABLE 5-1 (continued)

Participants by Education Category, ADULT BASIC EDUCATION-ADULT SECONDARY EDUCATION, by SPONSOR or ADMINISTRATOR, for 1969 and 1972[1]

(numbers in thousands)

	1969			1972		
	No. of Total Participants	Education Category		No. of Total Participants	Education Category	
		Number	% of Total Participants[2]		Number	% of Total Participants
TOTAL	13,041[3]	594	4.6	15,734	607	3.9*
		% of total			% of total	
		100.0[4]			100.0	
Community Organization	1,554	4.2	1.6	1,996	4.0	1.2
Labor Org. or Professional Association[6]	--	--	--	871	1.0	0.7
Tutor or Private Instructor	--	--	--	944	1.0	0.6
Hospital[7]	40	0.0	0.0	64	0.0	0.0
Other *(describe)*	2,512	14.5	3.4	1,481	10.4	4.3
Not Reported	54	0.5	5.6	98	1.0	6.1

[1] Source: NCES data. Participants seeking Adult Basic Education Certificates or high school graduation.

[2] Derived by dividing number of education category participants (given here as percentage) by relevant total participants.

[3] Column totals will not sum because a participant may report on two or more courses with different sponsors.

[4] Percentages will not add to 100.0 because of multiple courses with different sponsors.

[5] The 1969 survey option was "Public 2 year College or Technical Institute".

[6] Not included in 1969 participation survey.

[7] Tabulated from "Other" responses described in both the 1969 and 1972 surveys.

*The comparable percentage for 1969 differs with statistical significance.

TABLE 5-2

Participants by Education Category, JOB RELATED-EDUCATION by SPONSOR or ADMINISTRATOR, for 1969 and 1972[1]

(numbers in thousands)

	1969			1972		
	No. of Total Participants	Education Category		No. of Total Participants	Education Category	
		Number	% of Total Participants[2]		Number	% of Total Participants
TOTAL	13,041[3]	7,321	56.1	15,734	8,493	54.0*
		% of total			% of total	
		100.0[4]			100.0	
Public Grade School or High School	1,970	7.1	26.5	2,200	5.9*	22.6*
2-Yr. College or Technical-Vocational Institute[5]	1,550	12.1	57.1	2,561	16.4*	54.2
Private Vocational, Trade or Business School	1,504	15.1	73.3	1,393	11.6	71.0
4-Yr. College or University	2,831	25.0	64.7	3,367	25.2	63.5
Employer	2,274	27.5	90.2	2,613	26.3	85.3*

See next page for footnotes.

TABLE 5-2 (continued)

Participants by Education Category,
JOB RELATED-EDUCATION
by SPONSOR or ADMINISTRATOR, for 1969 and 1972[1]

(numbers in thousands)

	1969			1972		
	No. of Total Participants	Education Category		No. of Total Participants	Education Category	
		Number	% of Total Participants[2]		Number	% of Total Participant
TOTAL	13,041[3]	7,321	56.1	15,734	8,493	54.0*
		% of total			% of total	
		100.0[4]			100.0	
Community Organization	1,554	2.7	12.7	1,996	2.7	11.7
Labor Org. or Professional Association[6]	--	--	--	871	7.3	71.5
Tutor or Private Instructor	--	--	--	944	1.9	17.2
Hospital[7]	40	.2	32.5	64	.2	32.8
Other *(describe)*	2,512	14.7	42.8	1,481	8.1*	46.2
Not Reported	54	.3	37.0	98	.2	21.4

[1] Source: NCES data. The job related education category includes the reasons: "To Improve or Advance in Job" and to Get a New Job".

[2] Derived by dividing number of education category participants (given here as percentage) by relevant total participants.

[3] Column totals will not sum because a participant may report on two or more courses with different sponsors.

[4] Percentages will not add to 100.0 because of multiple courses with different sponsors.

[5] The 1969 survey option was "Public 2 year College or Technical Institute".

[6] Not included in 1969 participation survey.

[7] Tabulated from "Other" responses described in both the 1969 and 1972 surveys.

*The comparable percentage for 1969 differs with statistical significance.

TABLE 5-3
Participants by Reason, "To IMPROVE or ADVANCE in JOB" by SPONSOR or ADMINISTRATOR, for 1969 and 1972[1]

(numbers in thousands)

	1969			1972		
	No. of Total Participants	Education Category		No. of Total Participants	Education Category	
		Number	% of Total Participants[2]		Number	% of Total Participants
TOTAL	13,041[3]	5,898	45.2	15,734	6,714	42.7
		% of total			% of total	
		100.0[4]			100.0	
Public Grade School or High School	1,970	6.7	19.9	2,200	5.3*	16.0*
2-Yr. College or Technical-Vocational Institute[5]	1,550	11.5	43.9	2,561	13.9*	36.5*
Private Vocational, Trade or Business School	1,504	11.0	43.2	1,393	7.7*	37.2*
4-Yr. College or University	2,831	27.1	56.4	3,367	27.8	55.5
Employer	2,274	31.5	81.6	2,613	30.6	78.6

See next page for footnotes.

TABLE 5-3 (continued)

Participants by Reason,
"To IMPROVE or ADVANCE in JOB"
by SPONSOR or ADMINISTRATOR, for 1969 and 1972[1]

(numbers in thousands)

	1969			1972		
	No. of Total Participants	Education Category		No. of Total Participants	Education Category	
		Number	% of Total Participants[2]		Number	% of Total Participant
TOTAL	13,041[3]	5,898	45.2	15,734	6,714	42.7*
		% of total			% of total	
		100.0[4]			100.0	
Community Organization	1,554	2.5	9.7	1,996	2.5	8.4
Labor Org. or Professional Association[6]	--	--	--	871	8.8	67.2
Tutor or Private Instructor	--	--	--	944	1.8	12.7
Hospital[7]	40	.1	17.5	64	.2	20.3
Other *(describe)*	2,512	14.6	34.3	1,481	7.9*	35.9
Not Reported	54	.3	29.6	98	.2	15.3

---

[1] Source: NCES data. The reason, "To Improve or Advance in Job" is included in the job Related Education Category.

[2] Derived by dividing number of education category participants (given here as percentage) by relevant total participants.

[3] Column totals will not sum because a participant may report on two or more courses with different sponsors.

[4] Percentages will not add to 100.0 because of multiple courses with different sponsors.

[5] The 1969 survey option was "Public 2 year College or Technical Institute".

[6] Not included in 1969 participation survey.

[7] Tabulated from "Other" responses described in both the 1969 and 1972 surveys.

*The comparable percentage for 1969 differs with statistical significance.

TABLE 5-4

Participants by Reason, "TO GET A NEW JOB", by SPONSOR or ADMINISTRATOR, for 1969 and 1972[1]

(numbers in thousands)

	1969			1972		
	No. of Total Participants	Education Category		No. of Total Participants	Education Category	
		Number	% of Total Participants[2]		Number	% of Total Participants
TOTAL	13,041[3]	1,423	10.9	15,734	1,779	11.3
		% of total			% of total	
		100.0[4]			100.0	
Public Grade School or High School	1,970	9.1	6.6	2,200	8.1	6.5
2-Yr. College or Technical-Vocational Institute[5]	1,550	14.4	13.2	2,561	25.5*	17.7*
Private Vocational, Trade or Business School	1,504	31.8	30.1	1,393	26.5*	33.8
4-Yr. College or University	2,831	16.4	8.3	3,367	15.1	8.0
Employer	2,274	11.2	7.0	2,613	9.9	6.7

See next page for footnotes.

TABLE 5-4 (continued)

Participants by Reason,
"TO GET A NEW JOB",
by SPONSOR or ADMINISTRATOR, for 1969 and 1972[1]

(numbers in thousands)

	1969			1972		
	No. of Total Participants	Education Category		No. of Total Participants	Education Category	
		Number	% of Total Participants[2]		Number	% of Total Participant
TOTAL	13,041[3]	1,423	109	15,734	1,779	11.3
		% of total			% of total	
		100.0[4]			100.0	
Community Organization	1,554	3.4	3.1	1,996	3.7	3.3
Labor Org. or Professional Association[6]	--	--	--	871	2.2	4.4
Tutor or Private Instructor	--	--	--	944	2.3	4.4
Hospital[7]	40	0.4	15.0	64	0.4	12.5
Other *(describe)*	2,512	15.0	8.5	1,481	8.6*	10.3
Not Reported	54	0.3	7.4	98	0.3	6.1

---

[1] Source: NCES data. The reason, "To Get a New Job" is included in the Job Related Education Category.

[2] Derived by dividing number of education category participants (given here as percentage) by relevant total participants.

[3] Column totals will not sum because a participant may report on two or more courses with different sponsors.

[4] Percentages will not add to 100.0 because of multiple courses with different sponsors.

[5] The 1969 survey option was "Public 2 year College or Technical Institute".

[6] Not included in 1969 participation survey.

[7] Tabulated from "Other" responses described in both the 1969 and 1972 surveys.

*The comparable percentage for 1969 differs with statistical significance.

TABLE 5-5

Participants by Education Category, ADULT FUNCTIONAL EDUCATION, by SPONSOR or ADMINISTRATOR, for 1969 and 1972[1]

(numbers in thousands)

	1969			1972		
	No. of Total Participants	Education Category		No. of Total Participants	Education Category	
		Number	% of Total Participants[2]		Number	% of Total Participants
TOTAL	13,041[3]	2,930	22.5	15,734	4,112	26.1*
		% of total			% of total	
		100.0[4]			100.0	
Public Grade School or High School	1,970	23.4	34.8	2,200	21.5	40.2*
2-Yr. College or Technical-Vocational Institute[5]	1,550	8.8	16.6	2,561	13.7*	22.0*
Private Vocational, Trade or Business School	1,504	7.2	14.0	1,393	4.9*	14.6*
4-Yr. College or University	2,831	8.2	8.4	3,367	9.7	11.9*
Employer	2,274	1.6	2.0	2,613	1.8	2.8

See next page for footnotes.

TABLE 5-5 (continued)

Participants by Education Category,

ADULT FUNCTIONAL EDUCATION,

by SPONSOR or ADMINISTRATOR, for 1969 and 1972[1]

(numbers in thousands)

	1969			1972		
	No. of Total Participants	Education Category		No. of Total Participants	Education Category	
		Number	% of Total Participants[2]		Number	% of Total Participants
TOTAL	13,041[3]	2,930	22.5	15,734	4,112	26.1*
		% of total			% of total	
		100.0[4]			100.0	
Community Organization	1,554	29.9	56.4	1,996	28.6	59.0
Labor Org. or Professional Association[6]	--	--	--	871	2.2	10.2
Tutor or Private Instructor	--	--	--	944	12.4	53.8
Hospital[7]	40	.4	32.5	64	.8	48.4
Other *(describe)*	2,512	24.0	28.0	1,481	9.7*	26.8
Not Reported	54	.2	11.1	98	.2	9.2

---

[1] Source: NCES data. Adult Functional Education Category includes the reasons: "For Community Activity" and "For Personal or Family Interests".

[2] Derived by dividing number of education category participants (given here as percentage) by relevant total participants.

[3] Column totals will not sum because a participant may report on two or more courses with different sponsors.

[4] Percentages will not add to 100.0 because of multiple courses with different sponsors.

[5] The 1969 survey option was "Public 2 year College or Technical Institute".

[6] Not included in 1969 participation survey.

[7] Tabulated from "Other" responses described in both the 1969 and 1972 surveys.

*The comparable percentage for 1969 differs with statistical significance.

TABLE 5-6

Participants by Reason "FOR PERSONAL or FAMILY INTERESTS" by SPONSOR or ADMINISTRATOR, for 1969 and 1972[1]

(numbers in thousands)

	1969			1972		
	No. of Total Participants	Education Category		No. of Total Participants	Education Category	
		Number	% of Total Participants[2]		Number	% of Total Participants
TOTAL	13,041[3]	2,588	19.8	15,734	3,694	23.5*
		% of total			% of total	
		100.0[4]			100.0	
Public Grade School or High School	1,970	26.0	34.2	2,200	23.5	39.5*
2-Yr. College or Technical-Vocational Institute[5]	1,550	9.8	16.3	2,561	14.3*	20.7*
Private Vocational, Trade or Business School	1,504	7.9	13.5	1,393	5.4*	14.2
4-Yr. College or University	2,831	8.7	8.0	3,367	10.0	11.0*
Employer	2,274	1.5	1.8	2,613	1.6	2.3

See next page for footnotes.

TABLE 5-6 (continued)

Participants by Reason, "FOR PERSONAL or FAMILY INTERESTS" by SPONSOR or ADMINISTRATOR, for 1969 and 1972[1]

(numbers in thousands)

	1969			1972		
	No. of Total Participants	Education Category		No. of Total Participants	Education Category	
		Number	% of Total Participants[2]		Number	% of Total Participants
TOTAL	13,041[3]	2,588	19.8	15,734	3,694	23.5*
		% of total			% of total	
		100.0[4]			100.0	
Community Organization	1,554	25.0	41.7	1,996	25.1	46.4
Labor Org. or Professional Association[6]	--	--	--	871	1.8	7.6
Tutor or Private Instructor	--	--	--	944	13.5	52.6
Hospital[7]	40	.5	30.0	64	.8	46.9
Other *(describe)*	2,512	24.4	25.2	1,481	9.5*	23.6
Not Reported	54	.2	9.3	98	.2	9.2

[1] Source: NCES data. The reason, "For Personal or Family Interests" is included in the Adult Functional Education.

[2] Derived by dividing number of education category participants (given here as percentage) by relevant total participants.

[3] Column totals will not sum because a participant may report on two or more courses with different sponsors.

[4] Percentages will not add to 100.0 because of multiple courses with different sponsors.

[5] The 1969 survey option was "Public 2 year College or Technical Institute".

[6] Not included in 1969 participation survey.

[7] Tabulated from "Other" responses described in both the 1969 and 1972 surveys.

*The comparable percentage for 1969 differs with statistical significance.

TABLE 5-7

Participants by Reason, "FOR COMMUNITY ACTIVITY", by SPONSOR or ADMINISTRATOR, for 1969 and 1972[1]

(numbers in thousands)

	1969			1972		
	No. of Total Participants	Education Category		No. of Total Participants	Education Category	
		Number	% of Total Participants[2]		Number	% of Total Participants
TOTAL	13,041[3]	342	2.6	15,734	418	2.7
		% of total			% of total	
		100.0[4]			100.0	
Public Grade School or High School	1,970	3.6	0.6	2,200	3.6	0.7
2-Yr. College or Technical-Vocational Institute[5]	1,550	1.6	0.3	2,561	8.5*	1.4*
Private Vocational, Trade or Business School	1,504	1.9	0.5	1,393	1.1	0.4
4-Yr. College or University	2,831	3.9	0.5	3,367	6.8	0.8
Employer	2,274	1.8	0.3	2,613	3.7	0.6

See next page for footnotes.

TABLE 5-7 (continued)

Participants by Reason, "FOR COMMUNITY ACTIVITY", by SPONSOR or ADMINISTRATOR, for 1969 and 1972[1]

(numbers in thousands)

	1969			1972		
	No. of Total Participants	Education Category		No. of Total Participants	Education Category	
		Number	% of Total Participants[2]		Number	% of Total Participants
TOTAL	13,041[3]	342	2.6	15,734	418	2.7
		% of total			% of total	
		100.0[4]			100.0	
Community Organization	1,554	66.9	14.7	1,996	59.7	12.5
Labor Org. or Professional Association[6]	--	--	--	871	5.5	2.6
Tutor or Private Instructor	--	--	--	944	2.6	1.2
Hospital[7]	40	.3	2.5	64	.2	1.6
Other *(describe)*	2,512	20.8	2.8	1,481	11.2*	3.2
Not Reported	54	.3	1.9	98	0	.0

[1] Source: NCES data. The reason, "For Community Activity" is included in the Adult Functional Education.

[2] Derived by dividing number of education category participants (given here as percentage) by relevant total participants.

[3] Column totals will not sum because a participant may report on two or more courses with different sponsors.

[4] Percentages will not add to 100.0 because of multiple courses with different sponsors.

[5] The 1969 survey option was "Public 2 year College or Technical Institute".

[6] Not included in 1969 participation survey.

[7] Tabulated from "Other" responses described in both the 1969 and 1972 surveys.

*The comparable percentage for 1969 differs with statistical significance.

TABLE 5-8

Participants by Education Category
EDUCATION for PERSONAL DEVELOPMENT
by SPONSOR or ADMINISTRATOR, for 1969 and 1972[1]

(numbers in thousands)

	1969			1972		
	No. of Total Participants	Education Category		No. of Total Participants	Education Category	
		Number	% of Total Participants[2]		Number	% of Total Participants
TOTAL	13,041[3]	870	6.7	15,734	1,019	6.5
		% of total			% of total	
		100.0[4]			100.0	
Public Grade School or High School	1,970	25.0	11.0	2,200	26.3	12.2
2-Yr. College or Technical-Vocational Institute[5]	1,550	6.8	3.8	2,561	9.4	3.7
Private Vocational, Trade or Business School	1,504	5.0	2.9	1,393	3.6	2.7
4-Yr. College or University	2,831	4.5	1.4	3,367	6.6	2.0
Employer	2,274	0.5	0.2	2,613	0.7	0.3

See next page for footnotes.

TABLE 5-8 (continued)

Participants by Education Category,
EDUCATION for PERSONAL DEVELOPMENT
by SPONSOR or ADMINISTRATOR, for 1969 and 1972[1]

(numbers in thousands)

	1969			1972		
	No. of Total Participants	Education Category		No. of Total Participants	Education Category	
		Number	% of Total Participants[2]		Number	% of Total Participants
TOTAL	13,041[3]	870	6.7	15,734	1,019	6.5
		% of total			% of total	
		100.0[4]			100.0	
Community Organization	1,554	28.1	15.7	1,996	25.9	13.2
Labor Org. or Professional Association[6]	--	--	--	871	0.5	0.6
Tutor or Private Instructor	--	--	--	944	19.7	21.2
Hospital[7]	40	0	0	64	0	0
Other *(describe)*	2,512	32.3	11.2	1,481	10.6*	7.3*
Not Reported	54	.1	1.9	98	.3	3.1

[1] Source: NCES data. Education for Personal Development is the same as "For Social or Recreational Reasons".

[2] Derived by dividing number of education category participants (given here as percentage) by relevant total participants.

[3] Column totals will not sum because a participant may report on two or more courses with different sponsors.

[4] Percentages will not add to 100.0 because of multiple courses with different sponsors.

[5] The 1969 survey option was "Public 2 year College or Technical Institute".

[6] Not included in 1969 participation survey.

[7] Tabulated from "Other" responses described in both the 1969 and 1972 surveys.

*The comparable percentage for 1969 differs with statistical significance.

TABLE 5-9

Participants by Education Category, RESIDUAL by SPONSOR or ADMINISTRATOR, for 1969 and 1972[1]

(numbers in thousands)

	1969			1972		
	No. of Total Participants	Education Category		No. of Total Participants	Education Category	
		Number	% of Total Participants[2]		Number	% of Total Participants
TOTAL	13,041[3]	1,856	14.2	15,734	2,513	16.0*
		% of total			% of total	
		100.0[4]			100.0	
Public Grade School or High School	1,970	22.5	21.2	2,200	18.6*	21.3
2-Yr. College or Technical-Vocational Institute[5]	1,550	14.5	17.4	2,561	19.8*	19.4
Private Vocational, Trade or Business School	1,504	6.7	8.2	1,393	5.7	10.3
4-Yr. College or University	2,831	19.8	13.0	3,367	21.4	15.9*
Employer	2,274	9.1	7.5	2,613	9.1	8.8

See next page for footnotes.

TABLE 5-9 (continued)

Participants by Education Category,

RESIDUAL

by SPONSOR or ADMINISTRATOR, for 1969 and 1972[1]

(numbers in thousands)

	1969			1972		
	No. of Total Participants	Education Category		No. of Total Participants	Education Category	
		Number	% of Total Participants[2]		Number	% of Total Participants
TOTAL	13,041[3]	1,856	14.2	15,734	2,513	16.0*
		% of total			% of total	
		100.0[4]			100.0	
Community Organization	1,554	12.0	14.3	1,996	12.3	15.4
Labor Org. or Professional Association[6]	--	--	--	871	5.5	16.0
Tutor or Private Instructor	--	--	--	944	2.7	7.3
Hospital[7]	40	.3	15.0	64	.2	7.8
Other *(describe)*	2,512	17.8	13.1	1,481	7.7*	13.0
Not Reported	54	.2	7.4	98	.2	6.1

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[1] Source: NCES data. The Residual is the same as the reason, "For General Information".

[2] Derived by dividing number of education category participants (given here as percentage) by relevant total participants.

[3] Column totals will not sum because a participant may report on two or more courses with different sponsors.

[4] Percentages will not add to 100.0 because of multiple courses with different sponsors.

[5] The 1969 survey option was "Public 2 year College or Technical Institute".

[6] Not included in 1969 participation survey.

[7] Tabulated from "Other" responses described in both the 1969 and 1972 surveys.

*The comparable percentage for 1969 differs with statistical significance.

TABLE 5-10

Participants by Education Category, ADULT BASIC EDUCATION-ADULT SECONDARY EDUCATION, by PAYMENT, for 1969 and 1972[1]

(numbers in thousands)

	1969			1972		
	No. of Total Participants	Education Category		No. of Total Participants	Education Category	
		Number	% of Total Participants[2]		Number	% of Total Participants
TOTAL	13,041[1]	594	4.6	15,734	607	3.9*
		% of total			% of total	
		100.0[4]			100.0	
Self or Family	7,463	48.7	3.9	8,597	54.7	3.9
Employer	3,565	3.5	0.6	4,046	3.6	0.5
Public[5] Funding	1,313	30.6	13.7	2,835	54.9*	11.8
Private Org. (Church, Prof. Assoc.)[6]	--	--	--	1,161	1.3	0.7
Other *(describe)*	1,709	14.0	4.9	725	2.8*	2.3*
Don't Know	317	5.9	11.0	200	2.5*	7.5
Not Reported	132	0.7	3.0	160	0.8	3.1

---

[1] Source: NCES data. Participants seeking Adult Basic Education Certificates or high school graduation.

[2] Derived by dividing number of education category participants (given here as percentage) by relevant total participants.

[3] Column totals will not sum because more than one response was permitted for a course; participants could take more than one course.

[4] Percentages will not add to 100.0 because of multiple responses and multiple courses; however, no participant was counted more than once in a cell.

[5] Tabulated from "Other" responses described in the 1969 survey.

[6] Not included in 1969 participation survey.

*The comparable percentage for 1969 differs with statistical significance.

TABLE 5-11

Participants by Education Category
JOB RELATED-EDUCATION
by PAYMENT, for 1969 and 1972[1]

(numbers in thousands)

	1969			1972		
	No. of Total Participants	Education Category		No. of Total Participants	Education Category	
		Number	% of Total Participants[2]		Number	% of Total Participants
TOTAL	13,041[3]	7,321	56.1	15,734	8,493	54.0*
		% of total 100.0[4]			% of total 100.0	
Self or Family	7,463	46.4	45.5	8,597	43.6*	43.1*
Employer	3,565	42.3	86.9	4,076	41.3	86.0
Public Funding[5]	1,313	10.5	58.5	2,835	17.0*	51.0*
Private Org. (Church, Prof. Assoc.)[6]	--	--	--	1,161	3.6	26.6
Other *(describe)*	1,709	7.4	31.9	725	3.4*	39.6*
Don't Know	317	1.6	37.5	200	.8*	32.5
Not Reported	132	.8	42.4	160	.9	46.3

[1] Source: NCES data. The job related education category includes the reasons: "To Improve or Advance in Job" and "To Get a New Job".

[2] Derived by dividing number of education category participants (given here as percentage) by relevant total participants.

[3] Column totals will not sum because more than one response was permitted for a course; participants could take more than one course.

[4] Percentages will not add to 100.0 because of multiple responses and multiple courses; however, no participant was counted more than once in a cell.

[5] Tabulated from "Other" responses described in the 1969 survey.

[6] Not included in 1969 participation survey.

*The comparable percentage for 1969 differs with statistical significance.

TABLE 5-12

Participants by Reason "TO IMPROVE or ADVANCE in JOB" by PAYMENT, for 1969 and 1972[1]

(numbers in thousands)

	1969			1972		
	No. of Total Participants	Education Category		No. of Total Participants	Education Category	
		Number	% of Total Participants[2]		Number	% of Total Participants
TOTAL	13,041[3]	5,898	45.2	15,734	6,714	42.7*
		% of total			% of total	
		100.0[4]			100.0	
Self or Family	7,463	42.1	33.2	8,597	39.5*	30.9*
Employer	3,565	49.4	81.7	4,076	49.1	80.9
Public Funding[5]	1,313	8.2	37.0	2,835	13.7*	32.3*
Private Org. (Church, Prof. Assoc.)[6]	--	--	--	1,161	4.1	23.5
Other *(describe)*	1,709	7.3	25.2	725	3.5*	32.0*
Don't Know	317	1.7	31.9	200	.8*	26.6
Not Reported	132	.8	36.4	160	.8	33.8

---

[1] Source: NCES data. The reason, "To Improve or Advance in Job" is included in the Job Related Education Category.

[2] Derived by dividing number of education category participants (given here as percentage) by relevant total participants.

[3] Column totals will not sum because more than one response was permitted for a course; participants could take more than one course.

[4] Percentages will not add to 100.0 because of multiple responses and multiple courses; however, no participant was counted more than once in a cell.

[5] Tabulated from "Other" responses described in the 1969 survey.

[6] Not included in 1969 participation survey.

*The comparable percentage for 1969 differs with statistical significance.

TABLE 5-13

Participants by Reason
"TO GET A NEW JOB"
by PAYMENT, for 1969 and 1972[1]

(numbers in thousands)

	1969			1972		
	No. of Total Participants	Education Category		No. of Total Participants	Education Category	
		Number	% of Total Participants[2]		Number	% of Total Participants
TOTAL	13,041[3]	1,423	10.9	15,734	1,779	11.3
		% of total			% of total	
		100.0[4]			100.0	
Self or Family	7,463	64.5	12.3	8,597	58.9*	12.2
Employer	3,565	13.2	5.2	4,076	11.5	5.0
Public[5] Funding	1,313	20.0	21.5	2,835	29.8*	18.7
Private Org. (Church, Prof. Assoc.)[6]	--	--	--	1,161	2.0	3.1
Other *(describe)*	1,709	8.0	6.7	725	3.1*	7.6
Don't Know	317	1.3	5.7	200	.7	6.0
Not Reported	.32	.6	6.1	160	1.1	12.5

[1] Source: NCES data. The reason, "To Get a New Job" is included in the Job Related Education Category.

[2] Derived by dividing number of education category participants (given here as percentage) by relevant total participants.

[3] Column totals will not sum because more than one response was permitted for a course; participants could take more than one course.

[4] Percentages will not add to 100.0 because of multiple responses and multiple courses; however, no participant was counted more than once in a cell.

[5] Tabulated from "Other" responses described in the 1969 survey.

[6] Not included in 1969 participation survey.

*The comparable percentage for 1969 differs with statistical significance.

TABLE 5-14

Participants by Education Category
ADULT FUNCTIONAL EDUCATION
by PAYMENT, for 1969 and 1972[1]

(numbers in thousands)

	1969			1972		
	No. of Total Participants	Education Category		No. of Total Participants	Education Category	
		Number	% of Total Participants[2]		Number	% of Total Participants
TOTAL	13,041[3]	2,930	22.5	15,734	4,112	26.1*
		% of total			% of total	
		100.0[4]			100.0	
Self or Family	7,463	66.9	26.3	8,597	65.8	31.5*
Employer	3,565	2.8	2.3	4,076	3.0	3.1
Public[5] Funding	1,313	7.2	16.1	2,835	16.2*	23.6*
Private Org. (Church, Prof. Assoc.)[6]	--	--	--	1,161	14.2	50.4
Other *(describe)*	1,709	23.5	40.3	725	5.7*	32.6*
Don't Know	317	3.6	33.1	200	1.2*	24.0
Not Reported	132	.8	16.7	160	.9	23.1

[1] Source: NCES data. Adult Functional Education Category includes the reasons: "For Community Activity" and "For Personal or Family Interests".

[2] Derived by dividing number of education category participants (given here as percentage) by relevant total participants.

[3] Column totals will not sum because more than one response was permitted for a course; participants could take more than one course.

[4] Percentages will not add to 100.0 because of multiple responses and multiple courses; however, no participant was counted more than once in a cell.

[5] Tabulated from "Other" responses described in the 1969 survey.

[6] Not included in 1969 participation survey.

*The comparable percentage for 1969 differs with statistical significance.

TABLE 5-15

Participants by Reason "FOR PERSONAL or FAMILY INTERESTS" by PAYMENT, for 1969 and 1972[1]

(numbers in thousands)

	1969			1972		
	No. of Total Participants	Education Category		No. of Total Participants	Education Category	
		Number	% of Total Participants[2]		Number	% of Total Participants
TOTAL	13,041	2,588	19.8	15,734	3,694	23.5*
		% of total			% of total	
		100.0[4]			100.0	
Self or Family	7,463	72.2	25.0	8,597	70.1	30.1*
Employer	3,565	2.4	1.8	4,076	3.0	2.7
Public Funding[5]	1,313	6.7	13.2	2,835	15.3*	19.9*
Private Org. (Church, Prof. Assoc.)[6]	--	--	--	1,161	11.2	35.6
Other *(describe)*	1,709	19.4	29.4	725	5.5*	28.0
Don't Know	317	3.5	28.4	200	1.2*	22.5
Not Reported	132	.7	12.9	160	.7	16.9

---

[1] Source: NCES data. The reason, "For Personal or Family Interests" is included in the Adult Functional Education.

[2] Derived by dividing number of education category participants (given here as percentage) by relevant total participants.

[3] Column totals will not sum because more than one response was permitted for a course; participants could take more than one course.

[4] Percentages will not add to 100.0 because of multiple responses and multiple courses; however, no participant was counted more than once in a cell.

[5] Tabulated from "Other" responses described in the 1969 survey.

[6] Not included in 1969 participation survey.

*The comparable percentage for 1969 differs with statistical significance.

TABLE 5-16

Participants by Reason "FOR COMMUNITY ACTIVITY" by PAYMENT, for 1969 and 1972[1]

(numbers in thousands)

	1969			1972		
	No. of Total Participants	Education Category		No. of Total Participants	Education Category	
		Number	% of Total Participants[2]		Number	% of Total Participants
TOTAL	13,041[3]	342 % of total 100.0[4]	2.6	15,734	418 % of total 100.0	2.7
Self or Family	7,463	26.9	1.2	8,597	27.7	1.3
Employer	3,565	5.9	0.6	4,076	3.8	0.4
Public Funding[5]	1,313	11.5	3.0	2,835	24.9*	3.7
Private Org. (Church, Prof. Assoc.)[6]	--	--	--	1,161	41.0	14.7
Other *(describe)*	1,709	54.7	10.9	725	7.9*	4.6*
Don't Know	317	4.4	4.7	200	.7*	1.5
Not Reported	132	1.5	3.8	160	2.4	6.3

---

[1] Source: NCES data. The reason, "For Community Activity" is included in the Adult Functional Education.

[2] Derived by dividing number of education category participants (given here as percentage) by relevant total participants.

[3] Column totals will not sum because more than one response was permitted for a course; participants could take more than one course.

[4] Percentages will not add to 100.0 because of multiple responses and multiple courses; however, no participant was counted more than once in a cell.

[5] Tabulated from "Other" responses described in the 1969 survey.

[6] Not included in 1969 participation survey.

*The comparable percentage for 1969 differs with statistical significance.

TABLE 5-17

Participants by Education Category
EDUCATION for PERSONAL DEVELOPMENT
by PAYMENT, for 1969 and 1972[1]

(numbers in thousands)

	1969			1972		
	No. of Total Participants	Education Category		No. of Total Participants	Education Category	
		Number	% of Total Participants[2]		Number	% of Total Participants
TOTAL	13,041[3]	870	6.7	15,734	1,019	6.5
		% of total			% of total	
		100.0[4]			100.0	
Self or Family	7,453	86.3	10.0	8,597	85.9	10.2
Employer	3,565	2.0	0.5	4,076	0.5*	0.1*
Public Funding[5]	1,313	3.5	2.3	2,835	8.3*	3.0
Private Org. (Church, Prof. Assoc.)[6]	--	--	--	1,161	4.3	3.8
Other *(describe)*	1,709	9.1	4.6	725	3.2*	4.6
Don't Know	317	1.0	2.8	200	3.5	3.5
Not Reported	132	.6	3.8	.60	3.1	3.1

[1] Source: NCES data. Education for Personal Development is the same as "For Social or Recreational Reasons".

[2] Derived by dividing number of education category participants (given here as percentage) by relevant total participants.

[3] Column totals will not sum because more than one response was permitted for a course; participants could take more than one course.

[4] Percentages will not add to 100.0 because of multiple responses and multiple courses; however, no participant was counted more than once in a cell.

[5] Tabulated from "Other" responses described in the 1969 survey.

[6] Not included in 1969 participation survey.

*The comparable percentage for 1969 differs with statistical significance.

TABLE 5-18

Participants by Education Category

RESIDUAL

by PAYMENT, for 1969 and 1972[1]

(numbers in thousands)

	1969			1972		
	No. of Total Participants	Education Category		No. of Total Participants	Education Category	
		Number	% of Total Participants[2]		Number	% of Total Participants
TOTAL	13,041[3]	1,856	14.2	15,734	2,513	16.0*
		% of total			% of total	
		100.0[4]			100.0	
Self or Family	7,463	60.7	15.1	8,597	58.0	17.0*
Employer	3,565	14.6	7.6	4,076	15.0	9.3
Public Funding[5]	1,313	9.4	13.3	2,835	18.7*	16.5
Private Org. (Church, Prof. Assoc.)[6]	--	--	--	1,161	7.6	16.5
Other *(describe)*	1,709	15.4	16.7	725	4.3*	15.0
Don't Know	317	4.2	24.6	200	2.2*	27.5
Not Reported	132	1.0	13.6	160	1.0	15.6

[1] Source: NCES data. The Residual is the same as the reason, "For General Information".

[2] Derived by dividing number of education category participants (given here as percentage) by relevant total participants.

[3] Column totals will not sum because more than one response was permitted for a course; participants could take more than one course.

[4] Percentages will not add to 100.0 because of multiple responses and multiple courses; however, no participant was counted more than once in a cell.

[5] Tabulated from "Other" responses described in the 1969 survey.

[6] Not included in 1969 participation survey.

*The comparable percentage for 1969 differs with statistical significance.